A progression in PSHE from Reception to Year 7

	EYFS	Key Stage one	Lower Key Stage two	Upper Key Stage two	Key Stage three
Health and Well Being	See themselves as a valuable individual. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Manage their own needs. 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.	What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. About change and loss and the associated feelings (including moving home, losing toys, pets or friends). The importance of, and how to, maintain personal hygiene. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. H8. about the process of growing from young to old and how people's needs change	H1. what positively and negatively affects their physical, mental and emotional health. H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. H15. school rules about health and safety, basic emergency aid procedures, where and how to get help. H16. what is meant by the term 'habit' and why habits can be hard to change. H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted.	H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing. H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment). H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health. H4. simple strategies to help build resilience to negative opinions, judgements and comments. H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing. H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary. H7. the characteristics of mental and emotional health and strategies for managing these. H8. the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns. H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks. H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support. H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).] H12. how to recognise when they or others need help with their mental health and wellbeing. H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities. H14. the benefits of physical activity and exercise for physical and mental health and wellbeing. H15. the importance of sleep and strategies to maintain good quality sleep. H16. to recognise and manage what influences their choices about physical activity. H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices. H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices

				H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society. H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection H21. how to access health services when appropriate H22. the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics H24. to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use H27. the personal and social risks and consequences of substance use and misuse including occasional use H28. the law relating to the supply, use and misuse of legal and illegal substances H29. about the concepts of dependence and addiction including awareness of help to overcome addictions H30. how to identify risk and manage personal safety in increasingly independent situations, including online H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships) H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)
Relationships	Build constructive and respectful relationships. Think about the perspectives of others. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.	R1. to communicate their feelings to others, to recognise how others show feelings and how to respond R2. to recognise that their behaviour can affect other people R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and	R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves	R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R2. indicators of positive, healthy relationships and unhealthy relationships, including online R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R4. the difference between biological sex, gender identity and sexual orientation

Show sensitivity to their own and others' needs.	the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) R7. to offer constructive support and feedback to others	R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment	R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) R15. to recognise and manage 'dares' R16. to recognise and challenge stereotypes Year 6 Only: H18. how their body will, and their emotions may, change as they approach and move through puberty H19. about human reproduction H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; develop the skills and strategies required to get support if they have fears for themselves or their peers?	R5. to recognise that sexual attraction and sexuality are diverse R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex R9. to clarify and develop personal values in friendships, love and sexual relationships R10. the importance of trust in relationships and the behaviours that can undermine or build trust R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex R13. how to safely and responsibly form, maintain and manage positive relationships, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) R15. to further develop and rehearse the skills of team working R16. to further develop the skills of active listening, clear communication, negotiation and compromise R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help R18. to manage the strong feelings that relationships can cause (including sexual attraction) R19. to develop conflict management skills and strategies to reconcile after disagreements R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R18. about the concept of consent in maturing relationships © PSHE Association 2020 | 28 R25. about the law relating to sexual consent R26. how to seek, give, not give and withdraw consent (in all contexts, including online) R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected R28. to gauge readiness for sexual intimacy

				R29. the impact of sharing sexual images of others without consent R30. how to manage any request or pressure to share an image of themselves or others, and how to get help R31. that intimate relationships should be pleasurable R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health') R33. the risks related to unprotected sex R34. the consequences of unintended pregnancy, sources of support and the options available R35. the roles and responsibilities of parents, carers and children in families R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online R42. to recognise peer influence and to develop strategies for managing it, including online R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon
Living in a Wider 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. Talk about the lives of people around them and their roles in society.	L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including	L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations	L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	L1. study, organisational, research and presentation skills L2. to review their strengths, interests, skills, qualities and values and how to develop them L3. to set realistic yet ambitious targets and goals L4. the skills and attributes that employers value L5. the skills and qualities required to engage in enterprise L6. the importance and benefits of being a lifelong learner L7. about the options available to them at the end of key stage 3, sources of information,

		protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) L4. that they belong to different groups and communities such as family and school L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)	and how to take part in making and changing rules L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L4. that these universal rights are there to protect everyone and have primacy both over national	L12. to consider the lives of people living in other places, and people with different values and customs L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)	advice and support, and the skills to manage this decision-making process L8. about routes into work, training and other vocational and academic opportunities, and progression routes L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work L12. about different work roles and career pathways, including clarifying their own early aspirations L13. about young people's employment rights and responsibilities L14. to manage emotions in relation to future employment L15. to assess and manage risk in relation to financial decisions that young people might make L16. about values and attitudes relating to finance, including debt L17. to manage emotions in relation to money L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views L24. to understand how the way people present themselves online can have

				positive and negative impacts on them L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms
Key Vocabulary				