

## Barkisland Primary School : PSHE Progression Map

Milestones and foundational learning in EYFS for effective progression in PSHE education.

In EYFS the following milestones are prerequisite as foundations for effective learning in PSHE education.

- Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
- 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.
- 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.
- 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.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs.
- Negotiate space and obstacles safely, with consideration for themselves and others.
- Talk about the lives of people around them and their roles in society

In on-going PSHE work, they:

- develop skills to form friendships and think about relationships with others.
- understand that families provide care, security and stability regardless to their family makeup.
- focus mainly on 'Families and people who care for me' statements.
- understand the school's core values.
- enjoy learning about oneself, others and the surrounding world.
- have developed social skills.
- will have learnt about the concept of male and female and about young animals.

# Barkisland Primary School : PSHE Progression Map : Relationships

Prepared for learning in EYFS

## Year 1

- the responsibilities they have in and out of the classroom
- that family is one of the groups they belong to, as well as, for example, school, friends, clubs
- about the different people in their family / those that love and care for them
- different features of family life, including what families do/ enjoy together
- what their family members, or people that are special to them, do to make them feel loved and cared for
- what they like/dislike and are good at
- what makes them special and how everyone has different strengths
- how their personal features or qualities are unique to them plus how they are similar or different to others, and what they have in common
- how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively

## Year 2

- how to make friends with others
- how to recognise when they feel lonely and what they could do about it
- how people behave when they are being friendly and what makes a good friend
- how to resolve arguments that can occur in friendships
- how to ask for help if a friendship is making them unhappy
- how words and actions can affect how people feel
- why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable and how to respond if this happens in different situations
- how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so

## Year 4

- how people's behaviour affects themselves and others, including online
- how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
- about the relationship between rights and responsibilities
- about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)\*
- the rights that children have and why it is important to protect these
- that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination

## Year 3

- how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded
- how to recognise if others are feeling lonely and excluded and strategies to include them
- how to build good friendships, including identifying qualities that contribute to positive friendships
- that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences
- how to recognise if a friendship or family situation is making them unhappy, feel uncomfortable, unhappy or unsafe and how to ask for support
- how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)
- how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays
- how people within families should care for each other and the different ways they demonstrate this

## Year 5

- about the different types of relationships people have in their lives
- how friends and family communicate together; how the internet and social media can be used positively
- how knowing someone online differs from knowing someone face-to-face
- how to recognise risk in relation to friendships and keeping safe
- about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family
- how to respond if a friendship is making them feel worried, unsafe or uncomfortable
- how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety

## Year 6

- how friendships may change as they grow and how to manage this
- that people have different kinds of relationships in their lives, including romantic or intimate relationships
- that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another
- that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
- how puberty relates to growing from childhood to adulthood
- about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams
- about the reproductive organs and process - how babies are conceived and born and how they need to be cared for
- how puberty relates to growing from childhood to adulthood
- about the reproductive organs and process - how babies are conceived and born and how they need to be cared for
- that there are ways to prevent a baby being made
- how growing up and becoming more independent comes with increased opportunities and responsibilities
- how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

Well prepared for secondary school

# Barkisland Primary School : PSHE Progression Map : Health & Wellbeing

## Year 1

Prepared for learning in EYFS

- that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people
- who can help them in different places and situations; how to attract someone's attention or ask for help; what to say
- how to respond safely to adults they don't know
- what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard
- that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried
- to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private
- how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say
- what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)
- that things people put into or onto their bodies can affect how they feel
- how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy
- why hygiene is important and how simple hygiene routines can stop germs from being passed on
- what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing

## Year 2

- how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)
- how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them
- how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets
- how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe
- how not everything they see online is true or trustworthy and that people can pretend to be someone they are not
- how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
- that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest
- that eating and drinking too much sugar can affect their health, including dental health
- how to be physically active and how much rest and sleep they should have everyday
- that there are different ways to learn and play; how to know when to take a break from screen-time
- how sunshine helps bodies to grow and how to keep safe and well in the sun
- how to recognise, name and describe a range of feelings, how to manage big feelings and the importance of sharing their feelings with someone they trust including asking for help when they need it, and how feelings can affect people in their bodies and their behaviour
- what helps them to feel good, or better if not feeling good
- how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)

## Year 4

- how to recognise personal qualities and individuality
- to develop self-worth by identifying positive things about themselves and their achievements, how their personal attributes, strengths, skills and interests contribute to their self-esteem
- how to set goals for themselves
- how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking
- how to recognise, predict, assess and manage risk in different situations
- how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)
- how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence
- how people's online actions can impact on other people
- how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online, and how to report concerns, including about inappropriate online content and contact
- that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
- how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns
- how everyday things can affect feelings, and how feelings change over time and can be experienced at different levels of intensity
- the importance of expressing feelings and how they can be expressed in different ways
- how to respond proportionately to, and manage, feelings in different circumstances including at times of loss, grief and change
- how to access advice and support to help manage their own or others' feelings

## Year 3

- how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe
- how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers
- that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable
- how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)
- how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)
- how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns
- what to do in an emergency, including calling for help and speaking to the emergency services
- how regular physical activity benefits bodies and feelings and how the lack of physical activity can affect health and wellbeing
- how to be active on a daily and weekly basis - how to balance time online with other activities
- how to make choices about physical activity, including what and who influences decisions
- how lack of sleep can affect the body and mood and simple routines that support good quality sleep
- how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried
- how to eat a healthy diet and the benefits of nutritionally rich foods and how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health
- how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist
- how people make choices about what to eat and drink, including who or what influences these
- how, when and where to ask for advice and help about healthy eating and dental care

## Year 5

- about puberty and how bodies change during puberty – note at this stage only introduction to puberty and menstruation
- how puberty can affect emotions and feelings
- how personal hygiene routines change during puberty
- how to ask for advice and support about growing and changing and puberty
- how to recognise and respect similarities and differences between people and what they have in common with others
- that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)
- how individuality and personal qualities make up someone's identity (including gender being part of personal identity and for some people gender does not correspond with biological sex)
- about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others
- how to challenge stereotypes and assumptions about others
- how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing
- that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal
- how laws surrounding the use of drugs exist to protect them and others
- why people choose to use or not use different drugs and how people can prevent or reduce the risks associated with them
- that for some people, drug use can become a habit which is difficult to break
- how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use
- how to ask for help from a trusted adult if they have any worries or concerns about drugs
- how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions
- that if someone has experienced a head injury, they should not be moved
- when it is appropriate to use first aid and the importance of seeking adult help
- the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services

## Year 6

- how mental and physical health are linked
- how positive friendships and being involved in activities such as clubs and community groups support wellbeing
- how to make choices that support a healthy, balanced lifestyle including: how to plan a healthy meal, how to stay physically active, how to maintain good dental health, including oral hygiene, food and drink choices, how to benefit from and stay safe in the sun, how and why to balance time spent online with other activities, how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep, how to manage the influence of friends and family on health choices
- that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
- how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them
- how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
- that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on
- that anyone can experience mental ill-health and to discuss concerns with a trusted adult
- that mental health difficulties can usually be resolved or managed with the right strategies and support

Well prepared for secondary school

# Barkisland Primary School : PSHE Progression Map : Living in the Wider World

Prepared for learning in EYFS

## Year 1

- what money is - that money comes in different forms
- how money is obtained (e.g. earned, won, borrowed, presents)
- how people make choices about what to do with money, including spending and saving
- the difference between needs and wants - that people may not always be able to have the things they want
- how to keep money safe and the different ways of doing this
- how people and animals need to be looked after and cared for
- what can harm the local and global environment; how they and others can help care for it
- how people grow and change and how people's needs change as they grow from young to old
- how to manage change when moving to a new class/year group

## Year 2

- how jobs help people earn money to pay for things they need and want
- about a range of different jobs, including those done by people they know or people who work in their community
- how people have different strengths and interests that enable them to do different jobs
- how people use the internet and digital devices in their jobs and everyday life

## Year 4

- how people have a shared responsibility to help protect the world around them
- how everyday choices can affect the environment
- how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)
- the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues
- how to show care and concern for others (people and animals)
- how to carry out personal responsibilities in a caring and compassionate way
- that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
- that some jobs are paid more than others and some may be voluntary (unpaid)
- about the skills, attributes, qualifications and training needed for different jobs
- that there are different ways into jobs and careers, including college, apprenticeships and university
- how people choose a career/job and what influences their decision, including skills, interests and pay
- how to question and challenge stereotypes about the types of jobs people can do
- how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

## Year 3

- how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups
- what is meant by a diverse community; how different groups make up the wider/local community around the school
- how the community helps everyone to feel included and values the different contributions that people make
- how to be respectful towards people who may live differently to them

## Year 5

- how people make decisions about spending and saving money and what influences them
- how to keep track of money so people know how much they have to spend or save
- how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)
- how to recognise what makes something 'value for money' and what this means to them
- that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions

## Year 6

- to discuss and debate what influences people's decisions, taking into consideration different viewpoints
- how the media, including online experiences, can affect people's wellbeing - their thoughts, feelings and actions
- that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
- how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them
- that not everything should be shared online or social media and that there are rules about this, including the distribution of image;
- to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have
- how text and images can be manipulated or invented; strategies to recognise this
- to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
- to recognise unsafe or suspicious content online and what to do about it
- how to make decisions about the content they view online or in the media and know if it is appropriate for their age range
- how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue

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# New Key Vocabulary at Each Year

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
angry baby/young body calm clean family feelings female friends good and bad happy healthy help helpful home ill/poorly kind/caring looking after male parent sad safe same/different scared special	behaviour belong bully community emergency environment external genitalia: penis, testicles, vulva families feedback feel better germs growing help hygiene unkind listening medicine money private rules spending/saving strengths support touches trusted adult unique worried	argument bereavement/loss/ bullying change choices dental care died digital devices energy exercise feel good good friend health interests jobs left out/lonely medicine needs/wants no permission physical/non-physical physically active problems resist pressure risk screen time secrets similar and different strengths teasing trust uncomfortable unsafe	accident balanced lifestyle celebrate danger dare decisions differences diversity drugs emergency services excluded first aid hazards help injury name calling neighbours nutrition online permission prejudice problem protected relationship resolve arguments respect skills sleep teasing touch unhappy volunteers	achievement aggressive appropriate/inappropriate assertive attributes care careers collaboration college/university/ apprenticeship compassion compromise concern courteous dares discrimination discussion environment goals hazard images individuality influence jobs managing risk negotiate opinion payslip polite privacy protect qualifications report resilience responsibilities rights self-worth stereotypes surprise taxes teamwork training voluntary	accounts alcohol asthma/allergy/bleeds/choking/ burns/scalds/cuts buying/selling communication consent consequences consumer conversations council credit cards dare diverse society duties emotions fact/opinion faiths/beliefs finance food gender habit identity illegal injustice interest laws legal loan/credit/debt media menstruation/periods negotiation nicotine oxygen passive smoking personal information pressure group puberty racism responsible respectful share online similarities/differences sleep smoking/vaping spending/saving support value for money water wellbeing worried	acquaintance addiction age appropriate balanced lifestyle biased changing commitment conflicting crime dental health diverse erections ethnicity evaluate faiths friendship gambling growing independence intimate manipulate marriage medical/non-medical mental health mental ill-health mixed messages opportunities physical health ranked reliable reproduction respect romantic selected sleep social media suspicious targeted thoughts transition wet dreams