

PSHCE - Progression Map



	2-Year-Olds/ Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	<p>Establish sense of self.</p> <p>Notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities, religion.</p> <p>Develop a sense of responsibility and membership of their community at school.</p> <p>Make connections between features of their family and other families.</p> <p>Notice differences between people.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>See themselves as valuable individuals.</p> <p>Talk about members of their immediate family and community.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise similarities and differences between life in this country and life in other countries.</p> <p>ELG Know some similarities and differences between different religious and cultural communities in</p>	<p>Know about people who are special to them.</p> <p>Understand the characteristics of a healthy family life and the importance of family.</p> <p>Understand responsibilities in the home and school – of self and others.</p> <p>Debate: Everyone should have someone</p>			<p>Understand that Britain is a democracy.</p> <p>Know about how laws are made.</p> <p>Know about local council.</p> <p>To know about what is positive and negative in Islington's environment.</p> <p>To learn about the experiences of refugees.</p> <p>Debate: Should children be able to vote for the government?</p>	<p>To learn about the main political parties and how laws are made.</p>	

	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts.</p> <p>Linked to History and RE curriculums</p>						
Vocabulary	<p>friend family special celebration birthday religion</p>	<p>community tradition custom religion event job</p>	<p>responsibility special job role friendship co-operative</p>			<p>democracy council refugees government vote election</p>	<p>political parliament House of Lords House of Commons Prime Minister Member of Parliament</p>	
Healthy Living	<p>Be increasingly independent in meeting their own care needs, brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about</p>	<p>Manage their own personal hygiene.</p> <p>Know and talks about different factors that support overall health and wellbeing: -physical exercise -healthy eating -toothbrushing</p>	<p>Know about foods associated with special occasions.</p> <p>To understand how exercise makes us feel.</p> <p>To understand that some foods are healthier than</p>	<p>To know about different ways of being active for 60 mins per day.</p> <p>To understand a balanced diet and the role of fruit and vegetables within it.</p> <p>Debate: Should</p>	<p>To understand where food comes from (farms/geography).</p> <p>To know about the barriers people might face to keeping fit.</p>	<p>To understand why people, eat or avoid certain foods and factors which might contribute to their choices.</p> <p>To make healthy choices about exercise and transport.</p>	<p>To understand factors that impact on people's choices about food that they eat.</p> <p>To know that food advertising can be misleading about the health benefits</p>	<p>To know that consumers choose how to prepare their own meals and the factors that influence this.</p> <p>To learn about choices around physical activity as they grow more independent.</p>

	food, drink, activity and toothbrushing.	-sensible amounts of 'screen time' -good sleep routines -being a safe pedestrian ELG Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Linked to the Science curriculum	others. Debate: Should people have to eat healthy food?	people be made to eat healthily because it is good for them?		To understand the importance of getting enough sleep. Debate: Should people be made to do sports?	of foods. To understand how the media impacts on food and exercise choices. Debate: Is it right that companies can advertise food that is unhealthy?	
Vocabulary	human health exercise diet bones senses touch smell hear taste see		exercise healthy diet choice safe celebration	balanced diet physical activity active health energy vitamins	food miles agriculture farming livestock crops branding	moral ethical fair trade factors dietary	advertising misleading impact role model manipulate	metabolism aerobic anaerobic consumer
Keeping Safe	Increasingly follows rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop	ELG Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly Pay attention to their teacher	It is not always right to keep secrets if they relate to being safe. That their body belongs to them and what appropriate and inappropriate contact and	To understand about safety in the home (fire) and outside (road). To know which adults help keep us safe (emergency services) and how to respond	To understand what bullying is and why it is unacceptable. To understand what to do if you witness bullying. To understand how to respond to incidents of	The rules and principles for how to how to be safe online. To learn about acceptable/unacceptable behaviour online. Know how to	Keeping safe online. That people may behave differently online or pretend to be someone they are not. To consider online	To learn about being out and about in the local area with increased independence. To understand what is meant by peer pressure.

	appropriate ways to be assertive.	and follow multi step instruction.	<p>what to do if they feel uncomfortable – who to ask for advice and to not give up until they are heard.</p> <p>Understand who to ask for help.</p> <p>Understand which adults help to keep us healthy.</p> <p>Know about germs and personal hygiene.</p>	<p>safely and appropriately to unknown adults.</p> <p>Debate: Everyone deserves to feel safe.</p>	bullying.	<p>report harmful content or contact online.</p> <p>To know how to stay safe out and about – roads, water, building sights, fireworks.</p> <p>To know basic first aid procedures and what to do in an emergency.</p> <p>Debate: Is it right to cut down the rainforest and create cocoa plantations which give people jobs?</p>	<p>friendships and the risk associated with them. To understand boundaries in online friendships.</p> <p>To understand how data is stored and shared online.</p> <p>Problems that can occur when someone goes missing from home.</p> <p>To learn about keeping safe near roads independently.</p>	To know the consequences of anti-social behaviour (including gangs and gang related behaviour)
Vocabulary	yes no safe rules routine behaviour	boundaries expectations consequence unacceptable	germs personal hygiene emergency-services risk safe	zebra crossing traffic light traffic warden fire alarm fire extinguisher appropriate	bullying witness incident respond	cyberbullying first aid explosive flammable harmful acceptable/ unacceptable	abuse online friendship boundaries vulnerable pedestrian	peer pressure anti-social gangs consequences
Mental Health	<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Thrive as they develop self-assurance.</p> <p>Feel strong enough to express a range</p>	<p>Express their feelings and considers to the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate own feelings socially</p>	<p>To talk about and name different feelings.</p> <p>To understand how people feel when they lose a loved one.</p>	<p>Importance of special people in their lives.</p> <p>To understand about making friends and who can help with friendships.</p> <p>Respecting differences in families and between each</p>	<p>To understand different emotions and how they can be managed.</p> <p>To understand that people can experience conflicting emotions.</p> <p>To begin to understand the process of grief and bereavement.</p>		<p>To know what is meant by stereotyping, prejudice and discrimination.</p> <p>To understand how prejudice and discrimination (including homophobia) can make people feel.</p>	<p>To know what is meant by mental health.</p> <p>To understand the stigma around mental health.</p> <p>To understand how to support their mental health and where to get help if needed.</p>

	<p>of emotions.</p> <p>Grow independence, sometimes leading to frustration.</p> <p>Begin to show 'effortful control' waiting for a turn.</p> <p>Increasingly able to talk about and manage emotions.</p> <p>Talks about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>and emotionally.</p> <p>ELG Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p>ELG Be confident to try new activities and show independence, resilience and perseverance in the face of</p>		other.			<p>To understand ways of managing emotions.</p> <p>About times of change and how this can make people feel.</p> <p>About loss, grief and bereavement.</p>	
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		challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.						
Vocabulary	happy sad cross scared	frustrated upset challenge hurt angry thoughts feelings alone	emotions feelings nerves loss grief change	special differences friendship respect bullying teasing	funeral regulation conflicting bereavement achievements set-backs		stereotyping prejudice discrimination homophobia	mental health stigma outlets anxiety depression
Financial Capability	N/A	N/A	To know where money comes from and about keeping it safe. To make choices about spending and saving.		To understand factors that affect how people spend/save. To know that borrowed money must be repaid. To know about jobs people do to earn money. Debate: What should happen to someone who borrows money but can't pay it back.		To understand the risks of borrowing money. To understand what it means to be enterprising.	
Vocabulary			job spending saving money earning		influences borrowing repaid employment unemployment		debt loan mortgage enterprising career opportunity	
Relationships (inc SRE)	Find ways of managing transitions from parent to teacher.	Builds constructive and respectful relationships.	How friendships are important to make us feel happy and secure and how	To know about being cooperative and solving arguments.	To understand similarities and differences between friends.	Understand that healthy friendships are welcoming to others and do		To know about different attitudes around gender stereotyping

	<p>Develop friendships with other children.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries.</p> <p>Talk with others to solve conflicts.</p> <p>Understand gradually how others might be feeling.</p>	<p>Thinks about the perspective of others.</p> <p>Name and describe people who are familiar to them.</p> <p>ELG Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>people choose and make friends.</p> <p>How to take turns and treat each other with kindness.</p> <p>The importance of permission seeking and giving in relationships with peers and adults .</p> <p>To understand appropriate boundaries with peers and others.</p> <p>Honesty and truthfulness.</p> <p>Know who cares about me.</p>	<p>To understand that friendships have ups and downs and that these can be repaired.</p> <p>To understand what bullying is and what to do if someone is being bullied.</p> <p>To understand and respect the differences and similarities between people and their families and that families can look different.</p> <p>To understand that caring and loving relationships are important to stability growing up.</p> <p>To know about the biological differences between male and female animals and their role in the life cycle.</p> <p>To know the biological differences between male and female children.</p> <p>To learn about</p>	<p>To understand what it means to be a good friend.</p> <p>To understand what bullying is (including cyberbullying), how to recognise it and what to do if they encounter it.</p> <p>Debate: What is the best way to deal with bullying?</p> <p>Respectful relationships – the importance of self-respect, being treated with respect by others and showing respect to others.</p>	<p>not make people feel excluded.</p> <p>About the way we grow and change throughout the human lifecycle.</p> <p>About the physical changes associated with puberty.</p> <p>About the impact of puberty in physical hygiene and strategies for managing this.</p> <p>Strategies to deal with feelings in the context of relationships – How to recognise if family relationships are making them feel unsafe or unhappy and know how to seek help or advice if needed.</p>	<p>and sexuality and understand where these originate and their impact.</p> <p>To know what values are important to them and the role of friendship in intimate relationships.</p> <p>To understand that marriage represents a legal commitment to another person which is intended to be lifelong.</p> <p>To understand the role and responsibilities of carers and parents.</p> <p>To know about the changes that happen in puberty.</p> <p>Know about human reproduction and how a baby is made and grows.</p> <p>How to report concerns of abuse and the appropriate language to do so and where to</p>
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				<p>growing from young to old and that they are growing and changing.</p> <p>To appreciate that everybody needs to be cared for and ways in which they care for others.</p> <p>To learn about different types of family and how their home-life is special.</p> <p>How to report concerns of abuse and the appropriate language to do so and where to get advice.</p>		<p>That violence within relationships including friendships is not acceptable.</p> <p>Recognise who to trust and not to trust and understand when a friendship or relationship is making you feel uncomfortable.</p> <p>To understand how puberty affects emotions and behaviour.</p> <p>To have strategies to manage emotional changes associated with puberty.</p> <p>To learn strategies for dealing with emotions in the context of relationships.</p> <p>About menstruation and wet dreams.</p> <p>How puberty affects emotions and behaviour and strategies for</p>	<p>get advice.</p>
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						dealing with the changes associated with puberty.		
Vocabulary	friend share take turns confident family Mum Dad teacher Grandparent talk	communicate special relation relationship friends positive kind caring	kindness honesty truthfulness respect cares boundaries	family cooperative bullying respect advice biological	self-respect report trustworthy community belonging	lifecycle puberty perspiration strategies physical hygiene	violence domestic abuse	gender sexuality intimate relationships reproduction
Drug and Tobacco education	N/A	N/A	Know that different substances can go into or onto our bodies and make us feel different ways.	To understand the uses of medicines and alternatives to taking medicines. To know how to correctly store medicines.	To know what a drug is and that drugs (medicines) can be helpful or harmful. To know about the effects of tobacco on the body and ways to quit smoking. To be aware of certain help available. Debate: Should smoking be banned?	To know that there are drugs (other than medicines) common in everyday life, and why people choose to use them and the patterns of behaviour associated with this. The effects and risks of alcohol.	To learn about risks associated with smoking (cigarettes, e-cigarettes, shisha). To understand how smoking and alcohol can be portrayed in the media. To know strategies to resist peer pressure around drug use.	To understand the risks associated with legal and illegal drugs. To know the risk of drug use in different situations. To learn how to respond to drug use in different situations. Debate: Should the government ban alcohol and tobacco?
Vocab	N/A	N/A	substance sun cream medicine health safe unsafe	alternative lifestyle safety cap safety rules condition	drugs tobacco cigarette cancer effects condition	alcohol addiction addict alcoholism legal illegal	cigar e-cigarette resist	situations legal illegal peer pressure
Social Skills	0-2 To be able to say "please" and "Thank you".	To be able to wash my hands. To be able to use a knife and fork.	To hold the door to allow others through it without being asked.	To give a meaningful compliment. To be able to cross the road	To understand different emotions and how to manage them. To know my own	To know how to make a visitor or new pupil feel welcome. To respect	To understand what being a good citizen is. To be able to articulate an	To know how to plan a household budget. To be able to

	<p>To be able to share and take turns.</p> <p>To be able to recognise emotion in others.</p> <p>To be able to sit down for group snack time.</p> <p>3-4 To be able to walk independently without a buggy.</p> <p>To be able to feed myself and cut soft foods.</p> <p>To be able to use the toilet and communicate my toileting needs to an adult.</p> <p>To be able to "have a go".</p>	<p>To be able to tuck chairs in.</p> <p>To be able to use a person's name and say "excuse me" to get their attention.</p> <p>To be able to help other people, e.g. putting coats on.</p>	<p>To use the phrase "Please may I...".</p> <p>To take care of my own personal hygiene, for example, changing clothes, cleaning teeth and washing hands.</p> <p>To prepare food (e.g. sandwich/fruit) safely and cleanly for a class picnic.</p> <p>To say sorry with meaning.</p> <p>To offer someone help or assistance.</p> <p>To understand some ways to resolve and argument.</p>	<p>safely.</p> <p>To be able to wash and dry up.</p> <p>To discuss positively my own and other people's cultures.</p> <p>To be able to keep my belongings safe in school.</p> <p>To understand the importance of being grateful for the things that we have.</p> <p>To tie my own shoelaces and a tie a bow.</p>	<p>full name, date of birth, address and telephone number.</p> <p>To be able to clean a wound and apply a plaster or ice pack.</p> <p>To know how and when to call an ambulance.</p> <p>To understand the importance of a healthy lifestyle (including sleep, exercise and water).</p>	<p>differences in others.</p> <p>To demonstrate an understanding of how my behaviour affects others.</p> <p>To plant, grow and look after a plant.</p> <p>To independently compromise and manage conflicts.</p>	<p>opinion on current affairs.</p> <p>To be able to challenge others politely.</p> <p>To be able to use most kitchen appliances safely.</p> <p>To know how to plan a journey on public transport.</p>	<p>negotiate a refund for an item purchased.</p> <p>To be able to take my own view in a debate, understand others views and play devil's advocate.</p> <p>To be able to plan and cook a healthy meal on a tight budget.</p> <p>To set a table for a special occasion and eat in a socially acceptable way.</p> <p>To know how to use a washing machine and fold clothes.</p> <p>To understand the importance of punctuality.</p> <p>To be able to independently plan a journey on public transport.</p>
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