



Woburn Lower School

PSHE Progression Map including Health and Relationships

	EYFS	Year 1	Year 2	Year 3	Year 4
Physical health and wellbeing	(PD) To tell adults when they are hungry or tired, or when they want to rest or play To usually manage washing and drying hands (H & SC) To eat a healthy range of foodstuffs and understand a need for variety in food To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health To show understanding of the need for safety when tackling new	That healthy food and drinks, physical activity and sleep support good health How food is associated with special times and different cultures Simple hygiene rules that can stop germs from spreading The importance of dental care Sun - safety	People who help us to stay healthy Medicines can help us to stay healthy Continuing to discuss healthy life-styles and healthy choices	How to make informed decisions about health, understanding the elements of a balanced, healthy lifestyle Recognising positive and negative habits Recognising that branding can affect what foods people choose to buy How to maintain good oral hygiene The benefits of small amounts of sun exposure but balancing this with keeping sun-safe	Why people may eat or avoid certain foods (religious, moral, cultural or health reasons) Other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) Continuing to discuss healthy life-styles and healthy choices and the dangers of ie: obesity and tooth decay The importance of balancing time online with other activities, strategies for managing time online

	<p>challenge and consider and manage some risks To practice some appropriate safety measures without direct supervision To know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe (UTW) To show interest in the lives of people who are familiar to them To recognise and describe special times or events for family or friends To show interest in different occupations and ways of life To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family</p>			<p>Bacteria and viruses Preventing diseases and managing conditions ie: allergies</p>	<p>Who to speak to if they are worried about any aspect of their health</p>
<p>Keeping safe and managing risks</p>	<p>(PD) To show understanding of the need for safety when tackling new challenges and consider and manage some risks To practice some appropriate safety</p>	<p>How to keep safe at home – including safety with electrical appliances, household products and fire safety People who help keep us safe</p>	<p>Rules and age restrictions that keep us safe Recognising risk in familiar situations and what actions to take Road safety</p>	<p>Keeping safe near rail, water, building sites and around fireworks How to predict, assess and manage risk in different situations Reasons for complying</p>	<p>What to do in an emergency and basic emergency first aid procedures Road safety – becoming a road safety school representative</p>

	<p>measures without direct supervision (H & SC) To know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe (PSED) To take steps to resolve conflicts with other children eg: finding a compromise To understand that own actions affect other people To be aware of the boundaries set and of behavioural expectations in the setting To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences To play co-operatively taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other</p>	<p>Rules that keep us safe</p> <p>Road safety</p> <p>E safety</p> <p>What to do if there is an accident and someone is hurt – dialling 999</p>	<p>E safety</p>	<p>with regulations and restrictions and how they are protecting us</p> <p>Hazards in the home</p> <p>Road safety</p> <p>E - safety</p>	<p>E- safety</p>
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Identity, society and equality	<p>(UTW)</p> <p>To show interest in the lives of people who are familiar to them</p> <p>To show interest in different occupations and ways of life</p> <p>To remember and talk about significant events in their own experiences</p> <p>To recognise and describe special times or events for family or friends</p> <p>To know that some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family (PSED)</p> <p>To welcome and value praise for what they have done and enjoy the responsibility of carrying out small tasks</p> <p>To be confident talking to other children when playing and communicate freely about own home and community.</p> <p>To show confidence in asking adults for help.</p> <p>To begin to accept the needs of others and to</p>	<p>What makes ourselves and others special – we are all unique</p> <p>What are rules and why are they needed</p> <p>Roles and responsibilities at home and at school</p> <p>Co-operating with others</p>	<p>Exploring further ways that we are the same and different to others</p> <p>Talking to each other and sharing our opinions</p> <p>Listening to other people</p> <p>The responsibility of caring for other living things and for our environment</p> <p>Different roles and responsibilities that people have in our community</p>	<p>Valuing the differences and similarities between ourselves and others</p> <p>What contributes to who we are ie: ethnicity, family, gender, faith, culture, hobbies, likes/dislikes</p> <p>Recognising our own individuality and personal qualities and our own personal strengths, achievements and interests</p> <p>What is meant by community – valuing different contributions</p> <p>Caring for living things</p> <p>How to recognise prejudice that discriminates against others and ways of responding to it if witnesses or experienced</p> <p>Recognise reasons for rules and laws and consequences of not adhering to rules and laws</p> <p>To recognise there are</p>	<p>Britain as a democratic society</p> <p>How laws are made</p> <p>Our local council</p> <p>Caring for our environment and recognising how everyday choices can affect the environment</p> <p>The new opportunities and responsibilities that increasing independence may bring</p> <p>What is meant by diversity and valuing diversity within a community</p> <p>Belonging to groups</p> <p>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>How stereotypes can negatively influence behaviours and attitudes towards others</p>

	<p>take turns and share resources, taking steps to resolve conflicts To usually adapt behaviour to different events, social situations and changes in routine. To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. To be confident to speak to others about own needs, wants, interests and opinions. To describe self in positive terms and talk about abilities. To explain own knowledge and understanding and ask appropriate questions of others. To understand that own actions affect other people. To be aware of the behavioural expectations in the setting. To be confident to try new activities and say why they like some activities more than others</p>			<p>human rights that are there to protect everyone</p>	<p>and strategies for challenging stereotypes</p> <p>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>
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<p>Healthy lifestyle</p>	<p>(PD) To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p> <p>To know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe</p>	<p>What can go into our bodies and how it can make people feel</p>	<p>Why medicines are taken</p> <p>Safety around medicines</p> <p>Asthma medicines</p>	<p>The definition of a drug and that drugs (including medicines) can be harmful to people and can become a habit that is difficult to break</p> <p>The effects and risks of smoking tobacco and second hand smoke</p> <p>Mixed messages in the media about drugs</p> <p>Help that is available</p>	<p>That there are drugs (other than medicines) that are common in everyday life and why people choose to use them or not to use them</p> <p>To recognise that there are laws surrounding the use of drugs</p> <p>The effects and risks of drinking alcohol</p> <p>Different patterns of behaviour that are related to drugs use</p>
<p>Mental health and emotional wellbeing</p>	<p>(PSED) To be more outgoing towards unfamiliar people and more confident in new social situations To show confidence in asking adults for help To be aware of own feelings and know that some actions and words can hurt others' feelings To begin to accept the needs of others and to take turns and share resources, taking steps to resolve conflicts and taking account of other children's ideas To usually adapt</p>	<p>Different types of feelings and how they can make us behave</p> <p>Managing different feelings</p> <p>Change or loss and how this can feel</p> <p>Understanding that people don't always feel the same as you do</p> <p>What makes us feel good?</p> <p>Moving to a new class</p>	<p>The importance of special people in our lives</p> <p>Thinking about how other people might be feeling</p> <p>Telling people how we feel and asking for help when we need it</p> <p>How can we help ourselves and others to feel better?</p> <p>Moving to a new class</p>	<p>Celebrating achievements and setting personal goals</p> <p>Strategies and behaviours that support good mental health</p> <p>Dealing with negativity from others</p> <p>Positive ways to deal with set – backs</p> <p>Everyday things that can effect feelings</p> <p>The importance of expressing feelings</p> <p>How to manage and</p>	<p>Mental health needs taking care of just like physical health</p> <p>Times of change or loss and how this makes us feel mentally and physically</p> <p>How to deal with negative feelings – problem – solving strategies and reframing unhelpful thinking</p> <p>People that can help us</p> <p>Recognising warning signs about mental health and how to seek</p>

	<p>behaviour to different events, social situations and changes in routine</p> <p>To play in a group, extending and elaborating play ideas</p> <p>To initiate play, offering cues to peers to join them</p> <p>To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p>To be confident to speak to others about own needs, wants, interests and opinions</p> <p>To describe self in positive terms and talk about abilities</p> <p>To talk about how they and others show feelings, talk about their own and others behaviour and its consequences</p> <p>Moving to a new class</p>			<p>respond to feelings appropriately and proportionately in different situations</p> <p>Moving to a new class</p>	<p>support for ourselves and others</p> <p>Moving to a new school</p>
Friendships	<p>(PSED)</p> <p>To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults, showing sensitivity to others' needs and feelings</p>	<p>How to make friends</p> <p>What makes a good friendship</p> <p>Asking for help if a friendship is making them unhappy</p> <p>How to treat ourselves</p>	<p>How to recognise when they or someone else feels lonely and what to do</p> <p>Simple strategies to resolve arguments between friends positively</p>	<p>The importance of friendships: strategies for building positive friendships: How positive friendships support wellbeing</p> <p>What constitutes a positive healthy relationship</p>	<p>Strategies for recognising and managing peer influence and a desire for peer approval in friendships</p> <p>To recognise the effects of online actions</p>

	<p>To show confidence in asking adults for help To be aware of own feelings and know that some actions and words can hurt others' feelings To begin to accept the needs of others and to take turns and share resources, sometimes with support from others To play in a group, extending and elaborating play ideas To initiate play, offering cues to peers to join them To keep play going by responding to what others are saying or doing To begin to be able to negotiate and solve problems To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable</p>	and others with respect		<p>The importance of seeking support if feeling lonely or excluded</p> <p>Recognising if a friendship is making us feel unsafe or uncomfortable and how to ask for help</p>	<p>How friendships can change over time, making new friends and the benefits of having different types of friends</p> <p>Strategies for resolving disputes and reconciling differences positively and safely</p>
Managing hurtful behaviour and bullying	<p>(PSED) To be aware of own feelings and know that some actions and</p>	What is kind and unkind behaviour and how this affects us and others	Recognising bullying and how it can make people feel	<p>The impact that bullying can have</p> <p>What discrimination</p>	Strategies to respond to hurtful behaviour experienced or witnessed, offline and

	<p>words can hurt others' feelings</p> <p>To take steps to resolve conflicts with other children eg: finding a compromise</p> <p>To understand that own actions affect other people</p> <p>To begin to be able to negotiate and solve problems without aggression</p> <p>To say when they do or don't need help</p> <p>To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable</p>	<p>How to deal with someone upsetting you</p> <p>Asking for help</p>	<p>Different types of bullying and how to respond to incidents of bullying</p> <p>What to do if you witness bullying</p>	<p>means and how to challenge it</p> <p>To recognise and model respectful behaviour</p> <p>To recognise the importance of self-respect</p>	<p>online</p> <p>How to report concerns and get support</p>
<p>Careers and economic wellbeing</p>	<p>(UTW)</p> <p>To show interest in the lives of people who are familiar to them</p> <p>To show interest in different occupations and ways of life</p> <p>To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family</p>	<p>Where money comes from</p> <p>Making choices when spending money</p> <p>Different types of jobs</p> <p>How jobs help people to earn money to pay for things</p>	<p>Why should we save money?</p> <p>Where to keep money safe</p> <p>The difference between needing something and wanting something and not always being able to have what we want</p>	<p>What influences people's choices about spending and saving money</p> <p>The ways that money can impact on people's feelings and emotions</p> <p>That different jobs have different salaries</p> <p>Different ways to pay for things</p>	<p>Different types of careers and the different strengths and interests someone might need to do different jobs</p> <p>The risks of gambling</p>

<p>Healthy relationships</p>	<p>Child –friendly safeguarding policy (UTW) To show interest in the lives of people who are familiar to them To remember and talk about significant events in their own experiences To recognise and describe special times or events for family or friends To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family (PSED) To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe</p>	<p>Child-friendly safeguarding policy</p> <p>Understanding and respecting that we are all similar and yet different Different people are a part of our lives in different ways</p> <p>How different people care for us</p> <p>Different types of families</p> <p>Common features of family life</p> <p>Talking about things that worry us Name the main parts of the body</p> <p>Parts of the body that are private</p>	<p>Child-friendly safeguarding policy</p> <p>Biological differences between male and female animals and their role in the life cycle The biological differences between male and female children</p> <p>Growing and changing from young to old and how people’s needs change</p>	<p>Child-friendly safeguarding policy</p> <p>To recognise and respect that there are different types of family structures and that all types of family structures give love, support and security and share characteristics ie: commitment, caring for each other</p> <p>Identify the external genitalia an internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>Different types of relationships – how to deal with your feelings about and within a relationship</p> <p>Recognising that feelings can change over time and range in intensity</p> <p>How children can respond safely and appropriately to adults they may encounter (in all contexts including</p>	<p>Child-friendly safeguarding policy</p> <p>The way we change throughout the human lifecycle</p> <p>The processes of reproduction and birth as part of the human life cycle</p> <p>Physical changes associated with puberty</p> <p>The impact of puberty on physical hygiene and strategies for managing this</p> <p>How puberty affects emotions and behaviour and how to manage this</p> <p>Where to get help and advice</p>
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