

	Progression in	PHSCE
ELG	Nursery	Reception
Self-	I will talk about my peelings using words like "happy", 'sad, 'angry' or 'worried'.	I will express my feelings and consider the feelings of others.
regulation	I will understand gradually how others might be feeling.	I will identify and moderate my own feelings socially and emotionally.
		I will show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly.
		${\rm I}$ will set and work towards simple goals, being able to wait for what ${\rm I}$ want and control my immediate impulses when appropriate.
		I will give pocused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to pollow instructions involving several ideas or actions.
Managing	I will select and use resources, with help when needed. This helps me to achieve a goal I have chosen, or one which is suggested to me.	I will see myself as a valuable individual.
Self		I will show resilience and perseverance in the face of challenge.
	I will increasingly pollow rules, understanding why they are important.	I will manage my own needs.
	I will remember rules without needing an adult to remind me.	
	I will develop appropriate ways of being assertive.	I will be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
	I will talk with others to solve conflict.	I will explain the reasons for rules, know right from wrong and try to behave accordingly.
		I will manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Buil	lding	I will develop a sense of responsib	ility and membership of a community.	I will build	l constructive and respectful relatio	nships.			
	ionship	I will become more outgoing with u	infamiliar people, in the safe context of my setting.	I will thin	I will think about the perspectives of others.				
	s	I will show more confidence in soc	ial situations.	I will work	and play cooperatively and take to	urns with others.			
I will play with one or more other children, extending and elaborating play ideas.			children, extending and elaborating play ideas.	I will form positive attachments to adults and friendships with peers.					
		in the game, and suggesting other		<u> </u>	v sensikiviky ko my own and ko okher				
	EYFS	Year I	Year 2	Year 3	Year 4	Year 5	Year 6		
	Manage lt own bas hygiene a	ic lifestyle means.		Exploring what affects their physical, mental and emotional health.		Exploring what affects their physical, mental and emotional health.			
	personal ne includin	peds, of a healthylifestyle.		Understanding the concept		Understanding the concept and benefits of a balanced healthy			
	dressing, g to the toile understand	t an keeping healthy.		and benefits of a balanced healthy lifestyle.		liçesiyle. Exploring how we make choices			
Autumn I	the imports of healthy choices	food like and dislike.		Identifying how to make informed choices. Understanding what is		about the good we eat. Identifying how to make informed choices.			
Seing Healthy Ierm I Autumn I	CHOICES	Recognising that choices can have goodand not so good consequences.		included in abalanced diel. Understanding what may		Developing skills to make their own choices.			
Being He		Selling simple goals. Recognising the		influence ourchoices. Selling goals.		Recognising how images in the media donot always reflect reality.			
		importance of personal hygiene.				Selting simple but challenging goals.			
		Developing simple skills to help prevenkliseases spreading.				Exploring what is meant by the term habitand why habits can be hard to change.			

		Exploring the importance of physical,	Recognising how to make	Knowing how to make
		mental and emotional health.	informed choices.	informed choices.
		Exploring how to make informed choices.	Understanding that people	Idenlifying a range of
			have differentattitudes to	drugs/substancesand
		Understanding the role of drugsas	risk.	assessing some of the
		medicines.		risks/effects.
			Recognising, predicting and	
		Idenlifying alternatives totaking	assessing risks in different	Identifying influences and
		medicines.	situations.	when an influencebecomes
		· · · · · · ·		a pressure.
		Identifying that	Where to get help and how to	
		Household products, including medicines,	ask for help.	Developing skills of how to
_		can be harmful if notused properly.		ask for help.
นนา		TI I I I	Distinguishing between safe	T1 1 1
Auh		Identifying rules for and ways ofkeeping	and harmfuland to know	Idenlify basic emergency
E		safe.	some substances can be	procedures.
Drug Education Term Autumn		D II I I I	harmfulif misused.	Understanding the term 'habit' and whyhabits can
otho		Recognising they have a shared responsibility for keeping themselves and	Learning rules about	be hard to change.
Educ		others safe.		be hara to change.
p ₁		omers safe.	staying safe.	

		V	Understanding that	T.J., k., ., .,	 Talantiania a banda bahar	
		Know some		Identifying how to listen	Identifying how to listen and	
		similarities	they belong to	and respondrespectfully to	respondrespectfully to a wide	
		between	differentgroups.	a wide range of people.	range of people.	
		different				
		religions and	Idenlifying ways in	Recognising the differences	Recognising the factors that	
		cultural	which they are unique.	and similarities between	make peoplethe same or	
		communities in		people, but understand	different.	
		this country,	Sharing opinions on	everyone is equal.		
		drawing on	things that matter	,	Recognising the nature and	
	1.2	their	using discussions.	Recognising the nature and	consequencesof discrimination.	
	umn	experiences	, ,	consequencesof	, J	
	Aut	and what has	Identifying and	discrimination.	Recognising and challenging	
	Ę	been read in	respecting the		stereotypes.	
1	y Te	class.	differencesand	Recognising and	31	
•	Difference and Diversity Term I Autumn 2		similarities between	challenging stereotypes.	Understanding the correct use	
	. Div	Explain some	people.	J. J	of the terms sex, gender identity	
	and	similarities and			and sexualorientation.	
	nce	differences				
	: : : :	between life in				
		this country				
		and life in				
		other countries.				
		other countries.				

_		 	 	
	Show an	Recognise they belong to different groups	Exploring different kinds of	Exploring different kinds
	understanding	and communities such as family and	responsibilitiesat school and	of responsibilitiesat
	of their own	school.	in the community.	school and in the
	reelings and			community.
	those of others	Explore ways in which they are all unique.	Identifying what being part	
	and begin to		of a communitymeans.	Identifying what being
	regulate their	Idenlify ways in which we are the same as		part of a community
	behaviour	all other people; what we have in common	Appreciate the range of	means.
	accordingly.	witheveryone else.	identities in the UK.	
				Identifying that
		Offer constructive support to others.	Listen and respond	differences and
C	7 1		respectfully.	similarities between people
_	lerm I Autumn 2	Identify what makes them special.		arise from anumber of
-	2		Identifying that differences	factors.
	E C		and similarities between	
-	<u> </u>		people arise from anumber	
2	ell build		of factors.	
	Deir			

	Set and work	Recognising a range	Recognising a wide range of	Recognising a wider range of	
	łowards simple	of feelings in ourselves	emotions inthemselves and	reelings inothers and how to	
	goals, being able		others.		
	to wait for what	and other people.	omers.	respond appropriately.	
	they want and				
	control their	Recognising how	Responding appropriately to	Recognising that their actions	
	immediate	others show feelings	a range ofemolions in	can affectthemselves and	
	impulses when	andhow to respond.	themselves and others.	others.	
	appropriate.	and the respondi	The state of the s	emere.	
	Be confident to try	Recognising that their	Understanding their actions	Developing strategies to resolve	
	new activities and				
	show	behaviour can affect	affectthemselves and others.	disputes	
	independence,	others.	Developing strategies to		
_ g	resilience and		resolve disputes.	Deepening their understanding	
prir	perseverance in	Communicating		of doog angust so doog	
Term 2 Spring 1	the face of a	reelings to others.	Identifying strategies to	reelings.	
erm	challenge.	J J	manage emotions.	J	
<u> </u>	Ů	Developing simple	manage emerene.	Extending emotional vocabulary.	
ion	Explain the		D II	Exterialing emotional vocabulary.	
m a	reasons for rules,	strategies for	Deepening their		
ъ Б	know right from	managingreelings.	understanding of goodand	Exploring the intensity and	
Exploring Emotions	wrong and try to		not so good feelings.	range of feelings.	
Exp	behave	Using words to			
	accordingly.	describe a range of	Extending vocabulary to	Recognising when they	
	C. 1	feelings.	help explain therange and	experience conflicting emotions	
	Give focused attention to what	reemigs.			
	the teacher says,		intensity of feelings.	and how to manage these.	
	responding		Recognising conflicting		
	appropriately even		emotions.		
	when engaged in				
	an activity and				
	show an ability to				
	follow instructions				
	involving several				
	ideas or actions.				

	Exploring what change means.	Understanding good and	Explaining intensity of
		not so good feelings	feelings.
	Exploring loss and change and the	including their range and	
	associated reelings.	intensity.	Exploring and managing
	, ,	Ů	the difficultemotions.
	Exploring the changes of growing from	Developing an	JJ
	young to old.	understanding that change	Acknowledging and
	JJ .	can cause conflicting	managing change
	Managing change positively.	emotions.	positively.
	Training straings positiong.	Cilianolic.	poormong.
	Identifying strategies and where to gofor	Acknowledging, exploring	Managing transition to
	help.	and identifyinghow to	secondary school.
	Troop.	manage change positively.	Exploring and managing
oring		Exploring changes.	loss, separation, divorce
Changes Term 2 Spring 1		Exploring changes.	and bereavement.
arm		Knowing where to go for	dia bei edvenien.
Ss Te		help and how toask for help	D
ange		neip and now toask for neip	Practising asking for help
ठु			and knowingwhere to go
			for help.

	Work and play	Recognising our	Recognising what		
	cooperalively	behaviour can affect	constitutes a healthy	Recognising what a healthy	
	and take turns	others.	relationship and develop	relationship is.	
	with others.		the skills to form positive	'	
		Recognising what is fair	and healthy relationships.	Recognising ways in which a	
	Form positive	and unfair, kind and		relationship can be unhealthy	
	attachments to	unkind, what is right	Recognising ways in which a	and whom to talk to if they need	
	adults and	and wrong.	relationship can be	support.	
	friendships	· ·	unhealthy and whom to talk	•	
	with peers.	Listen to other people	to if they need support.	Recognising different types of	
	i '	and play and work	3 3 11	relationship,including those	
	Show	cooperatively (including	Recognising different types	between acquaintances, friends,	
	sensitivity to	strategies to resolve	of relationship.	relatives and families.	
7	their own and	simple arguments	Understanding that actions	,	
oring	others' needs.	through negotiation).	affectthemselves and others.	Understanding the true	
2 5			•	meaningbehind civil	
Relationships Term 2 Spring 2		Offering constructive	Understanding when it is	partnerships and marriage.	
_ s		support and feedbackto	right to 'break aconfidence'		
diye		others.	or 'share a secret'.	Resolving conflicts.	
akior				•	
Rel 1		Identifying their special	Listening and responding	Recognising that forcing	
		people	respectfully.	anyone to marryis a crime.	
		(family, friends, carers)	Understanding personal	•	
		and how they should	boundaries.	Understanding about	
		carefor each other.		confidentiality andabout times	
		,		when it is necessary to break a	
				confidence.	

		The process of growing from young to old.	That images in the media do	Exploring how images in
			not alwaysreflect reality.	the media andonline do
		Exploring growing and changing and		not always reflect reality.
		becoming independent.	Celebrate our	
			strengths/qualities.	Identify the intensity of
		The correct names for the main parts of		reelings.
		the body (including external genitalia).	About the kind of changes	Recognising conflicting
			that happen in lifeand the	reelings.
		Idenlifying people who lhey can ask for	associated feelings.	-
		help and think about how they might do		That simple hygiene
		that.	That simple hygiene routine	routine can preventthe
			can preventthe spread of	spread of bacteria.
		Idenlifying ways of keeping safe and	bacteria.	
3 2		knowing they do not keep secrets.		Identify pressures and
Spring			About the changes that	influences.
		About privacy in different contexts.	happen as theygrow up.	Understanding changes
Term 2				that happen atpuberty.
<u>ا</u> ط		About respecting the needs of ourselves	The right to protect our	
Growing Up		and other people.	bodies.	Understanding what
owir				puberty and human
ځ		Identifying similarities and difference	About differences and	reproduction is.
			similarities betweenpeople,	
		.What physical contact is acceptable.	but understand everyone is	Identifying qualities of a
			equal.	healthy relationship
		That everybody is unique.		
			About the difference between	About committed loving
			acceptableand unacceptable	relationships
			physical contact.	
				About differences and
			Knowing the names of the	similarities betweenpeople,
			body parts.	but understand everyone
				is equal
			Recognise and challenge	
			stereotypes.	Debate topical issues.

ı			I			
				Research, discuss and	Research, discuss and debate	
		Identify how they can		debate topical issues.	topical issues.	
		contribute to the lifeot		Identify why rules are	Identify why rules are needed	
		the classroom and		needed in different	in differentsituations.	
		school.		situations.		
					Understanding that there are	
		Construct and explore		Understanding that there	humanrights to protect	
		the importance ogrules.		are humanrights to protect	everyone.	
				everyone.	To understand there are some	
		Explore and		Explore rights and		
	her	understand that		responsibilities, rights and	culturalpractices against British law.	
	nmn	everyone hasrights		duties at home, school,	iuw.	
	8	and responsibilities.		community and the	Explore rights and	
	Term	T. I. I. I.		environment.	responsibilities at home,school,	
	Being Responsible Term 3 Summer I	Idenlify what improves and harms their			community and the environment.	
	onsi	environments.		Develop skills to carry out	J	
	Resp	environments.		responsibilities.	Develop skills to carry out	
	sing	Recognise what is			responsibilities.	
	മ്	fair/unfair,		Explore how to resolve	Explore others' points of view.	
		right/wrong,		differences andrespect	, , , , ,	
		kind/unkind.		others' points of view.	Explore what being part of a	
					community means and how	
				Explore what being part of a	they belong.	
				communitymeans and how		
				they belong.		
				nog boong.		

		Recognising what money looks like.	Identify the role of voluntary	Understand how finance
			and charitygroups.	plays animportant part in
		Idenlifying how money is obtained.		people's lives.
		l	Understanding different	
		Understanding the ways money can be	values andcustoms.	Understanding about
		used.		being a criticalconsumer.
			Exploring how to manage	Developing an
		Understanding how to keep money safe	money.	understanding of the
		andwhat influences choices	Explaining the importance of	concepts of interest, loan, debt and tax.
_			money inpeople's lives and	debrana rax.
Summer			how money is obtained.	Idenlifying how
			now money is obtained.	resources are allocated
£ 3			Understanding the concepts	and the effects on
_ <u>e</u> _			of interest, loan, debt and	individuals, communities
Hers			tax.	andthe environment.
Money Matters Term 3				
one			Understanding enterprise	Developing enterprise
2			and begin todevelop	skills.
			enterprise skills	Critiquing how social
			•	media presents
				information.
				Recognising and
				managing dares

	II				
		Recognising their	Understanding that their	Understanding that their actions	
		behaviour can affect	actions affect themselves and	affect themselves and others.	
		others.	others.	affectiveniseives and others.	
		others.	officers.	Developing strategies for getting	
		Listening to others and	Idenlifying the importance of	support forthemselves or for	
		workingcooperatively.	workingtowards shared goals.	others at risk.	
		workingcooperatively.	workingrowards shared godis.	Offices at 115K.	
		Identifying that	Developing strategies for	Identifying that differences and	
		people's bodies can be	getting support forthemselves	similaritiesarise from a number	
		hurt.	or for others at risk.	of factors.	
er 2		TIGHT.	or por officers direction.	of factors.	
Summer 2		Recognising when	Identifying that differences	Understanding the nature and	
S S		people are being unkind	and similaritiesarise from a	consequencesof discrimination,	
Term 3		to them or others, who	number of factors.	teasing, bullying and aggressive	
_ _ 0		to tell and what to say.	mannasi of factors.	behaviour (including	
ther.		i va van ana miar va aagi	Understanding the nature	cyberbullying, prejudice- based	
Bullying Matters		Identifying different	and consequences of	language, 'trolling').	
llyin		types of teasing and	discrimination, teasing,	··jj-, ·· ·····j ··	
Bu		bullying, to identify	bullying and aggressive	Knowing how to recognise	
		that these are wrong	behaviour (including	bullying and abuse in all its forms	
		and unacceptable.	cyberbullying, prejudice-	J J	
			based language, 'trolling').		
		Identifying	J		
		strategies to resist	Knowing how to recognise		
		teasing/bullying if	bullying andabuse in all its		
		experienced or	forms.		
		witnessed	(

		The second second		
		Identifying household products arehazards	Understanding how to make	Understanding how to make
		if not used properly.	informedchoices.	informed choices.
		Exploring rules for and ways of keepingsafe	Exploring how to recognise,	Exploring how to recognise,
		in a range of situations.	predict andassess risks in	predict andassess risks in
		w a range of smaanons.	different situations.	different situations.
		Knowing who to go to if they are worried.	afficient and another	angger en menadmente.
			Understanding that	Understanding that
		Recognising that they share a	increased independence	increased independence
		responsibility for keeping themselves and	brings increased	brings increased
3 Summer 2		others safe.	responsibility tokeep	responsibility to keep
			themselves safe.	themselves safe.
3 Su		Exploring what is 'privacy'; their right to		
alua alua		keep things private and the importance of	Understanding how rules can	Explaining how rules can
Seing Safe Term		respecting others' privacy.	keep them safe.	keep them safe.
Sap			T. I	T. I
Seing		Understanding why rules are important in keeping us safe.	Identifying where and how to get help.	Identifying where and how to get help.
		keeping as safe.	gerneip. Developing strategies for	now to get help.
		Identifying people who work in the	keeping physicallyand	Understanding the term
		community and how to ask for help	emotionally safe in different	'habit.'
]	situations.	
				Developing strategies for
			Understanding the	keeping physicallyand
			importance of protecting	emotionally safe in
			information particularly	different situations.
			online.	

		Understanding how to	Understanding the
		becomedigitally responsible.	importance of protecting
			information particularly
			online.
			Understanding how to
			becomedigitally
			responsible.