





Progression in PHSCE		
ELG	Nursery	Reception
<b>Self-regulation</b>	<p>I will talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>I will understand gradually how others might be feeling.</p>	<p>I will express my feelings and consider the feelings of others.</p> <p>I will identify and moderate my own feelings socially and emotionally.</p> <p>I will show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly.</p> <p>I will set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate.</p> <p>I will 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>
<b>Managing Self</b>	<p>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.</p> <p>I will increasingly follow rules, understanding why they are important.</p> <p>I will remember rules without needing an adult to remind me.</p> <p>I will develop appropriate ways of being assertive.</p> <p>I will talk with others to solve conflict.</p>	<p>I will see myself as a valuable individual.</p> <p>I will show resilience and perseverance in the face of challenge.</p> <p>I will manage my own needs.</p> <p>I will be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>I will explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>I will manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

<b>Building Relationships</b>		<p>I will develop a sense of responsibility and membership of a community.</p> <p>I will become more outgoing with unfamiliar people, in the safe context of my setting.</p> <p>I will show more confidence in social situations.</p> <p>I will play with one or more other children, extending and elaborating play ideas.</p> <p>I will find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>			<p>I will build constructive and respectful relationships.</p> <p>I will think about the perspectives of others.</p> <p>I will work and play cooperatively and take turns with others.</p> <p>I will form positive attachments to adults and friendships with peers.</p> <p>I will show sensitivity to my own and to others' needs.</p>		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Healthy Term 1 Autumn 1	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Exploring what a healthy lifestyle means.</p> <p>Identifying the benefits of a healthy lifestyle.</p> <p>Identifying ways of keeping healthy.</p> <p>Recognising what they like and dislike.</p> <p>Recognising that choices can have good and not so good consequences.</p> <p>Setting simple goals.</p> <p>Recognising the importance of personal hygiene.</p> <p>Developing simple skills to help prevent diseases spreading.</p>		<p>Exploring what affects their physical, mental and emotional health.</p> <p>Understanding the concept and benefits of a balanced healthy lifestyle.</p> <p>Identifying how to make informed choices.</p> <p>Understanding what is included in a balanced diet.</p> <p>Understanding what may influence our choices.</p> <p>Setting goals.</p>		<p>Exploring what affects their physical, mental and emotional health.</p> <p>Understanding the concept and benefits of a balanced healthy lifestyle.</p> <p>Exploring how we make choices about the food we eat.</p> <p>Identifying how to make informed choices.</p> <p>Developing skills to make their own choices.</p> <p>Recognising how images in the media do not always reflect reality.</p> <p>Setting simple but challenging goals.</p> <p>Exploring what is meant by the term habit and why habits can be hard to change.</p>	

Drug Education Term 1 Autumn 1			<p>Exploring the importance of physical, mental and emotional health.</p> <p>Exploring how to make informed choices.</p> <p>Understanding the role of drugs as medicines.</p> <p>Identifying alternatives to taking medicines.</p> <p>Identifying that Household products, including medicines, can be harmful if not used properly.</p> <p>Identifying rules for and ways of keeping safe.</p> <p>Recognising they have a shared responsibility for keeping themselves and others safe.</p>		<p>Recognising how to make informed choices.</p> <p>Understanding that people have different attitudes to risk.</p> <p>Recognising, predicting and assessing risks in different situations.</p> <p>Where to get help and how to ask for help.</p> <p>Distinguishing between safe and harmful and to know some substances can be harmful if misused.</p> <p>Learning rules about staying safe.</p>		<p>Knowing how to make informed choices.</p> <p>Identifying a range of drugs/substances and assessing some of the risks/effects.</p> <p>Identifying influences and when an influence becomes a pressure.</p> <p>Developing skills of how to ask for help.</p> <p>Identify basic emergency procedures.</p> <p>Understanding the term 'habit' and why habits can be hard to change.</p>
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<p>Difference and Diversity Term 1 Autumn 2</p>	<p>Know some similarities between different religions and cultural communities in 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.</p>	<p>Understanding that they belong to different groups.</p> <p>Identifying ways in which they are unique.</p> <p>Sharing opinions on things that matter using discussions.</p> <p>Identifying and respecting the differences and similarities between people.</p>		<p>Identifying how to listen and respond respectfully to a wide range of people.</p> <p>Recognising the differences and similarities between people, but understand everyone is equal.</p> <p>Recognising the nature and consequences of discrimination.</p> <p>Recognising and challenging stereotypes.</p>		<p>Identifying how to listen and respond respectfully to a wide range of people.</p> <p>Recognising the factors that make people the same or different.</p> <p>Recognising the nature and consequences of discrimination.</p> <p>Recognising and challenging stereotypes.</p> <p>Understanding the correct use of the terms sex, gender identity and sexual orientation.</p>	
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Being Me Term 1 Autumn 2	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>		<p>Recognise they belong to different groups and communities such as family and school.</p> <p>Explore ways in which they are all unique.</p> <p>Identify ways in which we are the same as all other people; what we have in common with everyone else.</p> <p>Offer constructive support to others.</p> <p>Identify what makes them special.</p>		<p>Exploring different kinds of responsibilities at school and in the community.</p> <p>Identifying what being part of a community means.</p> <p>Appreciate the range of identities in the UK.</p> <p>Listen and respond respectfully.</p> <p>Identifying that differences and similarities between people arise from a number of factors.</p>		<p>Exploring different kinds of responsibilities at school and in the community.</p> <p>Identifying what being part of a community means.</p> <p>Identifying that differences and similarities between people arise from a number of factors.</p>
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Exploring Emotions Term 2 Spring I	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Recognising a range of feelings in ourselves and other people.		Recognising a wide range of emotions inthemselves and others.		Recognising a wider range of feelings inothers and how to respond appropriately.	
	Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.	Recognising how others show feelings andhow to respond.		Responding appropriately to a range ofemotions in themselves and others.		Recognising that their actions can affectthemselves and others.	
	Explain the reasons for rules, know right from wrong and try to behave accordingly.	Recognising that their behaviour can affect others.		Understanding their actions affectthemselves and others. Developing strategies to resolve disputes.		Developing strategies to resolve disputes	
		Communicating feelings to others.		Identifying strategies to manage emotions.		Deepening their understanding of good andnot so good feelings.	
		Developing simple strategies for managingfeelings.		Deepening their understanding of goodand not so good feelings.		Extending emotional vocabulary.	
	Give focused attention to what the teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.	Using words to describe a range of feelings.		Extending vocabulary to help explain therange and intensity of feelings. Recognising conflicting emotions.		Exploring the intensity and range of feelings.	
						Recognising when they experience conflicting emotions and how to manage these.	

Changes Term 2 Spring I			<p>Exploring what change means.</p> <p>Exploring loss and change and the associated feelings.</p> <p>Exploring the changes of growing from young to old.</p> <p>Managing change positively.</p> <p>Identifying strategies and where to go for help.</p>		<p>Understanding good and not so good feelings including their range and intensity.</p> <p>Developing an understanding that change can cause conflicting emotions.</p> <p>Acknowledging, exploring and identifying how to manage change positively.</p> <p>Exploring changes.</p> <p>Knowing where to go for help and how to ask for help</p>		<p>Explaining intensity of feelings.</p> <p>Exploring and managing the difficult emotions.</p> <p>Acknowledging and managing change positively.</p> <p>Managing transition to secondary school.</p> <p>Exploring and managing loss, separation, divorce and bereavement.</p> <p>Practising asking for help and knowing where to go for help.</p>
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Relationships Term 2 Spring 2	<p>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 others' needs.</p>	<p>Recognising our behaviour can affect others.</p> <p>Recognising what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>Offering constructive support and feedback to others.</p> <p>Identifying their special people (family, friends, carers) and how they should care for each other.</p>		<p>Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.</p> <p>Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>Recognising different types of relationship.</p> <p>Understanding that actions affect themselves and others.</p> <p>Understanding when it is right to 'break a confidence' or 'share a secret'.</p> <p>Listening and responding respectfully.</p> <p>Understanding personal boundaries.</p>		<p>Recognising what a healthy relationship is.</p> <p>Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>Recognising different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>Understanding the true meaning behind civil partnerships and marriage.</p> <p>Resolving conflicts.</p> <p>Recognising that forcing anyone to marry is a crime.</p> <p>Understanding about confidentiality and about times when it is necessary to break a confidence.</p>	
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Growing Up Term 2 Spring 2			<p>The process of growing from young to old.</p> <p>Exploring growing and changing and becoming independent.</p> <p>The correct names for the main parts of the body (including external genitalia).</p> <p>Identifying people who they can ask for help and think about how they might do that.</p> <p>Identifying ways of keeping safe and knowing they do not keep secrets.</p> <p>About privacy in different contexts.</p> <p>About respecting the needs of ourselves and other people.</p> <p>Identifying similarities and difference</p> <p>.What physical contact is acceptable.</p> <p>That everybody is unique.</p>		<p>That images in the media do not always reflect reality.</p> <p>Celebrate our strengths/qualities.</p> <p>About the kind of changes that happen in life and the associated feelings.</p> <p>That simple hygiene routine can prevent the spread of bacteria.</p> <p>About the changes that happen as they grow up.</p> <p>The right to protect our bodies.</p> <p>About differences and similarities between people, but understand everyone is equal.</p> <p>About the difference between acceptable and unacceptable physical contact.</p> <p>Knowing the names of the body parts.</p> <p>Recognise and challenge stereotypes.</p>		<p>Exploring how images in the media and online do not always reflect reality.</p> <p>Identify the intensity of feelings.</p> <p>Recognising conflicting feelings.</p> <p>That simple hygiene routine can prevent the spread of bacteria.</p> <p>Identify pressures and influences.</p> <p>Understanding changes that happen at puberty.</p> <p>Understanding what puberty and human reproduction is.</p> <p>Identifying qualities of a healthy relationship</p> <p>About committed loving relationships</p> <p>About differences and similarities between people, but understand everyone is equal</p> <p>Debate topical issues.</p>
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Being Responsible Term 3 Summer I		<p>Identify how they can contribute to the life of the classroom and school.</p> <p>Construct and explore the importance of rules.</p> <p>Explore and understand that everyone has rights and responsibilities.</p> <p>Identify what improves and harms their environments.</p> <p>Recognise what is fair/unfair, right/wrong, kind/unkind.</p>		<p>Research, discuss and debate topical issues. Identify why rules are needed in different situations.</p> <p>Understanding that there are human rights to protect everyone.</p> <p>Explore rights and responsibilities, rights and duties at home, school, community and the environment.</p> <p>Develop skills to carry out responsibilities.</p> <p>Explore how to resolve differences and respect others' points of view.</p> <p>Explore what being part of a community means and how they belong.</p>		<p>Research, discuss and debate topical issues. Identify why rules are needed in different situations.</p> <p>Understanding that there are human rights to protect everyone.</p> <p>To understand there are some cultural practices against British law.</p> <p>Explore rights and responsibilities at home, school, community and the environment.</p> <p>Develop skills to carry out responsibilities. Explore others' points of view.</p> <p>Explore what being part of a community means and how they belong.</p>	

Money Matters Term 3 Summer I			<p>Recognising what money looks like.</p> <p>Identifying how money is obtained.</p> <p>Understanding the ways money can be used.</p> <p>Understanding how to keep money safe and what influences choices</p>		<p>Identify the role of voluntary and charity groups.</p> <p>Understanding different values and customs.</p> <p>Exploring how to manage money.</p> <p>Explaining the importance of money in people's lives and how money is obtained.</p> <p>Understanding the concepts of interest, loan, debt and tax.</p> <p>Understanding enterprise and begin to develop enterprise skills</p>		<p>Understand how finance plays an important part in people's lives.</p> <p>Understanding about being a critical consumer. Developing an understanding of the concepts of interest, loan, debt and tax.</p> <p>Identifying how resources are allocated and the effects on individuals, communities and the environment.</p> <p>Developing enterprise skills. Critiquing how social media presents information.</p> <p>Recognising and managing dares</p>

Bullying Matters Term 3 Summer 2		<p>Recognising their behaviour can affect others.</p> <p>Listening to others and working cooperatively.</p> <p>Identifying that people's bodies can be hurt.</p> <p>Recognising when people are being unkind to them or others, who to tell and what to say.</p> <p>Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable.</p> <p>Identifying strategies to resist teasing/bullying if experienced or witnessed</p>		<p>Understanding that their actions affect themselves and others.</p> <p>Identifying the importance of working towards shared goals.</p> <p>Developing strategies for getting support for themselves or for others at risk.</p> <p>Identifying that differences and similarities arise from a number of factors.</p> <p>Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').</p> <p>Knowing how to recognise bullying and abuse in all its forms.</p>		<p>Understanding that their actions affect themselves and others.</p> <p>Developing strategies for getting support for themselves or for others at risk.</p> <p>Identifying that differences and similarities arise from a number of factors.</p> <p>Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').</p> <p>Knowing how to recognise bullying and abuse in all its forms</p>	

Being Safe Term 3 Summer 2			<p>Identifying household products are hazards if not used properly.</p> <p>Exploring rules for and ways of keeping safe in a range of situations.</p> <p>Knowing who to go to if they are worried.</p> <p>Recognising that they share a responsibility for keeping themselves and others safe.</p> <p>Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy.</p> <p>Understanding why rules are important in keeping us safe.</p> <p>Identifying people who work in the community and how to ask for help</p>		<p>Understanding how to make informed choices.</p> <p>Exploring how to recognise, predict and assess risks in different situations.</p> <p>Understanding that increased independence brings increased responsibility to keep themselves safe.</p> <p>Understanding how rules can keep them safe.</p> <p>Identifying where and how to get help.</p> <p>Developing strategies for keeping physically and emotionally safe in different situations.</p> <p>Understanding the importance of protecting information particularly online.</p>		<p>Understanding how to make informed choices.</p> <p>Exploring how to recognise, predict and assess risks in different situations.</p> <p>Understanding that increased independence brings increased responsibility to keep themselves safe.</p> <p>Explaining how rules can keep them safe.</p> <p>Identifying where and how to get help.</p> <p>Understanding the term 'habit.'</p> <p>Developing strategies for keeping physically and emotionally safe in different situations.</p>

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