



PSHE Whole School Progression Document

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	<p>Ongoing throughout the Autumn Term</p> <p>Emotions- Talking about our emotions and what makes us happy/ unhappy . Talking about how we are feeling today and why. Talk about our family and family members Continuing to practise sharing/ turn taking.</p> <p>Zones of Regulation: Circle times to talk about our feelings/ emotions- 'How are you feeling today and why. We continue to take part in lots of turn taking/ sharing games. Support in provision continues to help children engage with others/ build relationships with other children. Continuing to build confidence with other children and make relationships Support in provision- learning about resources, how to play with other children and extending play ideas Discussions about kindness and how to be kind Continuing to develop understanding of</p>	<p>Autumn 1</p> <p>R – Respecting Self and Others</p> <p>H – Health and Well-being</p> <p>Zones of Regulation and exploring vocabulary linked to emotions. Transition activities linked to new Year Group.</p> <p>Autumn 2</p> <p>R – Respecting Self and Others</p> <p>H – Health and Well-being</p> <p>Identifying features of family life, making friendships and recognising bullying.</p> <p><i>Anti-bullying Week and Road Safety Week</i></p> <p><i>Visit by Firefighters</i></p>	<p>Autumn 1</p> <p>R – Respecting Self and Others</p> <p>H – Health and Well-being</p> <p>Zones of Regulation and exploring vocabulary linked to emotions. Transition activities linked to new Year Group.</p> <p>Autumn 2</p> <p>R – Respecting Self and Others</p> <p>H – Health and Well-being</p> <p>Exploring friendships and learning strategies for identifying bullying behaviour and managing conflict/bullying. Managing big feelings.</p> <p><i>Anti-bullying Week and Road Safety Week</i></p>	<p>Autumn 1</p> <p>Me and my Relationships</p> <p>Rules and their purpose</p> <p>Cooperation</p> <p>Friendship (including respectful relationships)</p> <p>Coping with loss</p> <p>Autumn 2</p> <p>Valuing Difference</p> <p>Recognising and respecting diversity</p> <p>Being respectful and tolerant</p> <p>My community</p>	<p>Autumn 1</p> <p>Me and my Relationships</p> <p>Healthy relationships</p> <p>Listening to feelings</p> <p>Bullying</p> <p>Assertive skills</p> <p>Autumn 2</p> <p>Valuing Difference</p> <p>Recognising and celebrating difference (including religions and cultural difference)</p> <p>Understanding and challenging stereotypes</p>	<p>Autumn 1</p> <p>Me and my Relationships</p> <p>Feelings</p> <p>Friendship skills, including compromise</p> <p>Assertive skills</p> <p>Cooperation</p> <p>Recognising emotional needs</p> <p>Autumn 2</p> <p>Valuing Difference</p> <p>Recognising and celebrating difference, including religions and cultural</p> <p>Influence and pressure of social media</p>	<p>Autumn 1</p> <p>Me and my Relationships</p> <p>Assertiveness</p> <p>Cooperation</p> <p>Safe/unsafe touches</p> <p>Positive relationships</p> <p>Autumn 2</p> <p>Valuing Difference</p> <p>Recognising and celebrating difference</p> <p>Recognising and reflecting on prejudice-based bullying</p> <p>Understanding Bystander behaviour</p> <p>Gender stereotyping</p>

	school rules/ routines.						
Spring Term	<p>Spring 1</p> <p>Taking Care Unit</p>	<p>Spring 1</p> <p>Taking Care Unit</p> <p><i>Internet Safety Day</i></p> <p>Spring 2</p> <p>H-Health and Well-being</p> <p>Keeping healthy, identifying people who keep us safe, learn how to get help in an emergency, staying safe in public places e.g. at a park</p> <p><i>Diversity Day</i></p>	<p>Spring 1</p> <p>Taking Care Unit</p> <p><i>Internet Safety Day</i></p> <p>Spring 2</p> <p>H-Health and Well-being</p> <p>Keeping safe in the sun, looking after your teeth, identifying safe/unsafe activities, minimising risk, how to get help in an emergency.</p> <p><i>Diversity Day</i></p>	<p>Spring 1</p> <p>Keeping Safe</p> <p>Managing risk Decision-making skills Drugs and their risks Staying safe online</p> <p>Spring 2</p> <p>Rights and Respect</p> <p>Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money</p>	<p>Spring 1</p> <p>Keeping Safe</p> <p>Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety</p> <p>Spring 2</p> <p>Rights and Respect</p> <p>Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money</p>	<p>Spring 1</p> <p>Keeping Safe</p> <p>Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills</p> <p>Spring 2</p> <p>Rights and Respect</p> <p>Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending</p>	<p>Spring 1</p> <p>Keeping Safe</p> <p>Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)</p> <p>Spring 2</p> <p>Rights and Respect</p> <p>Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy</p>
Summer Term	<p>Ongoing throughout the Summer Term</p> <p>Highlight any gaps and work with specific children e.g. on sharing and turn taking/ building confidence Encourage children to talk about their home/ community Continue to encourage children to develop relationships with lots of other children in a range of activities Encourage children to become more independent during provision time/ choose their</p>	<p>Summer 1</p> <p>H-Healthy Living</p> <p>Exploring ways to stay healthy (diet, sleep, exercise), basic hygiene, ways to play without technology, transition.</p> <p>Summer 2</p> <p>L- Living in the Wider World</p> <p>Role of the internet, money - spending and saving, how having a</p>	<p>Summer 1</p> <p>H-Health and Well-being Roles in our community, exploring basic needs of living things, internet safety, transition.</p> <p>Summer 2</p> <p>L - Living in the Wider World</p> <p>Is it better to spend or save? How to look after money?</p>	<p>Summer 1</p> <p>Being my Best</p> <p>Keeping myself healthy and well Celebrating and developing my skills Developing empathy</p> <p>Summer 2</p> <p>Growing and Changing</p> <p>Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets</p>	<p>Summer 1</p> <p>Being my Best</p> <p>Having choices and making decisions about my health Taking care of my environment My skills and interests</p> <p>Summer 2</p> <p>Growing and Changing</p> <p>Body changes during puberty Managing difficult feelings Relationships including marriage</p>	<p>Summer 1</p> <p>Being my Best</p> <p>Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community</p> <p>Summer 2</p> <p>Growing and Changing</p> <p>Managing difficult feelings Managing change How my feelings help keeping safe Getting help</p>	<p>Summer 1</p> <p>Being my Best</p> <p>Aspirations and goal setting Managing risk Looking after my mental health</p> <p>Summer 2</p> <p>Growing and Changing</p> <p>Coping with changes Keeping safe Body Image Sex education Self-esteem</p>

	<p>own resources Transition- focus - engaging with unfamiliar staff/ settings in the next year group Support in provision to continue to develop play/ interaction skills Encouraging and praising kindness towards others.</p>	<p>job could give you money, where does money come from?</p>	<p>How people's strengths may influence what type of job they have in the future.</p>				
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