



## *PSHE Progression Plan Years EYFS – 6*

Theme	Aspects	Reception/EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and Relationships	Family Friendships Respectful Relationships Change and Loss	PSHE in Reception Class at Mottram is interweaved throughout the whole curriculum.  ELG Self-Regulation Children at the expected level of development	<ul style="list-style-type: none"> <li>·What is family?</li> <li>·What are friendships?</li> <li>·Family and friends help and support each other</li> <li>·Making friends</li> <li>·Friendship worries</li> <li>·Healthy Friendships</li> </ul>	<ul style="list-style-type: none"> <li>·Families offer stability and love</li> <li>·Families are all different</li> <li>·Managing friendships</li> <li>·Unhappy friendships</li> <li>·Valuing me</li> <li>·Manners and courtesy</li> <li>·Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>·Healthy families</li> <li>·Friendships – conflicts</li> <li>·Effective communication</li> <li>·Learning who to trust</li> <li>·Respecting differences</li> <li>·Stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>·Respect and manners</li> <li>·Healthy friendships</li> <li>·My behaviour</li> <li>·Bullying</li> <li>·Stereotyping</li> <li>·Families in the wider world</li> <li>·Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>·Build a friend</li> <li>·Resolving conflict</li> <li>·Respecting myself</li> <li>·Family life</li> <li>·Bullying</li> </ul>	<ul style="list-style-type: none"> <li>·Respect</li> <li>·Developing respectful relationships</li> <li>·Stereotypes</li> <li>·Bullying</li> <li>·Being me</li> <li>·Loss and change</li> </ul>
Health and Wellbeing	Health and Prevention Physical Health and Wellbeing Mental Wellbeing	will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and	<ul style="list-style-type: none"> <li>·Wonderful me</li> <li>·What am I like?</li> <li>·Ready for bed</li> <li>·Relaxation</li> <li>·Hand washing and personal hygiene</li> <li>·Sun safety</li> <li>·Allergies</li> <li>·People who help us stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>·Experiencing different emotions</li> <li>·Being active</li> <li>·Relaxation</li> <li>·Steps to success</li> <li>·Growth mindset</li> <li>·Healthy diet</li> <li>·Dental health</li> </ul>	<ul style="list-style-type: none"> <li>·My healthy diary</li> <li>·Relaxation</li> <li>·Who am I?</li> <li>·My superpowers</li> <li>·Breaking down barriers</li> <li>·Dental health</li> </ul>	<ul style="list-style-type: none"> <li>·Diet and dental health</li> <li>·Visualisation</li> <li>·Celebrating mistakes</li> <li>·My role</li> <li>·My happiness</li> <li>·Emotions</li> <li>·Mental health</li> </ul>	<ul style="list-style-type: none"> <li>·Relaxation</li> <li>·The importance of rest</li> <li>·Embracing failure</li> <li>·Going for goals</li> <li>·Taking responsibility for my feelings</li> <li>·Healthy meals</li> <li>·Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>·What can I be?</li> <li>·Mindfulness</li> <li>·Taking responsibility for my health</li> <li>·Resilience toolkit</li> <li>·Immunisation</li> <li>·Health concerns</li> <li>·Creating habits</li> <li>·The effects of technology on health</li> </ul>
Safety and the Changing Body	Being Safe (including online)		<ul style="list-style-type: none"> <li>·Getting lost</li> <li>·Making a call to emergency services</li> </ul>	<ul style="list-style-type: none"> <li>·The Internet</li> <li>·Communicating online</li> </ul>	<ul style="list-style-type: none"> <li>·Basic first aid</li> <li>·Communicating safely online</li> <li>·Online safety</li> </ul>	<ul style="list-style-type: none"> <li>·Online restrictions</li> <li>·Share aware</li> <li>·Basic first aid</li> </ul>	<ul style="list-style-type: none"> <li>·Online friendships</li> <li>·Identifying online dangers</li> </ul>	<ul style="list-style-type: none"> <li>· Drugs, alcohol and tobacco</li> <li>·First aid</li> </ul>

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	Drugs, alcohol and tobacco The changing adolescent body Basic first aid	control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately	<ul style="list-style-type: none"> <li>·Asking for help</li> <li>·Appropriate contact</li> <li>·Medication</li> <li>·Safety at home</li> <li>·People who help to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>·Secrets and surprises</li> <li>·Appropriate contact</li> <li>·Road safety</li> <li>·Drug education</li> </ul>	<ul style="list-style-type: none"> <li>·Fake emails</li> <li>·Drugs, alcohol and tobacco</li> <li>·Keeping safe out and about</li> </ul>	<ul style="list-style-type: none"> <li>·Privacy and secrecy</li> <li>·Consuming information online</li> <li>·The changing adolescent body (puberty)</li> </ul>	<ul style="list-style-type: none"> <li>· The changing adolescent body (puberty, including menstruation)</li> <li>·First aid</li> <li>·Drug education</li> </ul>	<ul style="list-style-type: none"> <li>·Critical digital consumers</li> <li>·Social media</li> <li>· The changing adolescent body (puberty, conception, birth)</li> </ul>
Citizenship	Responsibility Community Democracy	even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self ELG Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and	<b>Responsibility</b> <ul style="list-style-type: none"> <li>·Rules</li> <li>·Caring for others: Animals</li> <li>·The needs of others</li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>·Similar, yet different</li> <li>·Belonging</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>·Democratic decisions</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>·Rules beyond school</li> <li>·Our school environment</li> <li>·Our local environment</li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>·Job roles in our local community</li> <li>·Similar yet different; My local community</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>·School council</li> <li>·Giving my opinion</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>·Rights of the child</li> <li>·Rights and responsibilities</li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>·Recycling</li> <li>·Local community groups</li> <li>·Charity</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>·Local democracy</li> <li>·Rules</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>What are human rights?</li> <li>·Caring for the environment</li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>·Community groups</li> <li>·Contributing to diverse communities</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>·Local Councillors</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>·Breaking the law</li> <li>·Rights and responsibilities</li> <li>·Protecting the planet</li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>·Contributing to the community</li> <li>·Pressure groups</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>·Parliament</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>·Human rights</li> <li>·Food choices and the environment</li> <li>·Caring for others</li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>·Prejudice and discrimination</li> <li>·Valuing diversity</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>·National democracy</li> </ul>
Economic Wellbeing	Money Career Aspirations		<b>Money</b> <ul style="list-style-type: none"> <li>·Introduction to money</li> <li>·Looking after money</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>·Where money comes from</li> <li>·Needs and wants</li> <li>·Wants and needs</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>·Ways of paying</li> <li>·Budgeting</li> <li>·How spending affects others</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>·Spending choices/value for money</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>·Borrowing</li> <li>·Income and expenditure</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>·Attitude to money</li> <li>·Keeping money safe</li> </ul>

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		<p>perseverance in the face of challenge;</p> <ul style="list-style-type: none"> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul> <p>Building Relationships ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Work and play cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>·Banks and building societies</li> <li>·Saving and spending</li> </ul> <p>Career and aspirations</p> <ul style="list-style-type: none"> <li>·Jobs in school</li> </ul>	<ul style="list-style-type: none"> <li>·Looking after money</li> </ul> <p>Career and aspirations</p> <ul style="list-style-type: none"> <li>·Jobs</li> </ul>	<ul style="list-style-type: none"> <li>·Impact of spending</li> </ul> <p>Career and aspirations</p> <ul style="list-style-type: none"> <li>·Jobs and careers</li> <li>·Gender and careers</li> </ul>	<ul style="list-style-type: none"> <li>·Keeping track of money</li> <li>·Looking after money</li> </ul> <p>Career and aspirations</p> <ul style="list-style-type: none"> <li>·Influences on career choices</li> <li>·Jobs for me</li> </ul>	<ul style="list-style-type: none"> <li>·Risks with money</li> <li>·Prioritising spending</li> </ul> <p>Career and aspirations</p> <ul style="list-style-type: none"> <li>·Stereotypes in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>·Gambling</li> </ul> <p>Career and aspirations</p> <ul style="list-style-type: none"> <li>·What jobs are available</li> <li>·Career routes</li> </ul>
Transition (1 lesson)		<p>perseverance in the face of challenge;</p> <ul style="list-style-type: none"> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul> <p>Building Relationships ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Work and play cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>·Recognising own strengths</li> <li>·Understanding that change can be both positive and negative</li> </ul>	<ul style="list-style-type: none"> <li>·Understanding that change is part of life</li> <li>·Recognising ways to deal with change</li> </ul>	<ul style="list-style-type: none"> <li>·Learning strategies to deal with change</li> <li>·Understanding opportunities and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>·Recognising own achievements</li> <li>·Understanding how to set goals</li> </ul>	<ul style="list-style-type: none"> <li>·Understanding the skills needed for roles in school</li> <li>·Recognising own skills and how they can be developed</li> </ul>	<ul style="list-style-type: none"> <li>·Recognising that change can cause mixed feelings</li> <li>·Understanding a greater range of strategies to deal with feelings associated with change</li> </ul>

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		and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.						
Identity			Purple Class	Yellow Class	Blue Class	Green Class	Year 6	
Also linked to No Outsiders			<ul style="list-style-type: none"> <li>· To recognise that people are different ages</li> <li>· To understand that we share the world with lots of different people</li> </ul>	<ul style="list-style-type: none"> <li>· To understand what diversity is</li> <li>· To understand how difference can affect someone</li> <li>· Use strategies to help someone who feels different</li> <li>· To feel proud of being different</li> </ul>	<ul style="list-style-type: none"> <li>· To appreciate artistic freedom</li> <li>· To be who you want to be</li> </ul>	<ul style="list-style-type: none"> <li>· To promote diversity</li> <li>· To justify my actions</li> <li>· To accept people who are different from me</li> </ul>	<ul style="list-style-type: none"> <li>· Understanding what makes identity</li> <li>· Recognising the difference between how we see ourselves and how others see us</li> <li>· Exploring the role of gender identity</li> <li>· Exploring how media might influence our identity</li> </ul>	

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This progression document should be used in conjunction with the RSE programme that we follow Love and Sex Matters, Relationships & Sex Education in a context of Christian values

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