



PSHE Progression Grid



Concept	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family – What does ‘family’ mean to different people?	See themselves as being a member of their family	Identify who is in their immediate family	Talk about how families should treat each other	Understand how families don’t always stay the same	Understand how all families are all different	Recognise what marriage is and why it happens	Express positive opinions regarding different types of families
Friends – What makes a positive friendship?	Begin to name people who are familiar to them	Identify special people in their lives Start to discuss what a secret is and what it means	Recognise how to play with friends Begin to talk about appropriate touch Discuss what teasing and bullying is	Discuss how to keep a happy friendship Begin to discuss how our actions can affect our friends	Discuss acceptable and unacceptable touch Identify ways to solve issues between our friends	Recognise how to work cooperatively with negotiation and compromise Discuss consequences and what they could be	Discuss and articulate the right to privacy Identify what an unhealthy friendship relationship is
Community – What responsibilities do we have to our community and beyond?	Show sensitivity towards different beliefs Begin to understand that different communities celebrate special times in different ways	Continue to develop a positive attitude to the community and beliefs around us	Ask questions about people in the community and understand the different groups that live there	Discuss community issues Be a part of the community and understand the different groups that work there	Discuss and debate community issues Appreciate community difference and diversity across the UK	Recognise law and anti social behaviour Know my rights, responsibilities and duties within the community and beyond	Discuss human rights, the rights of children, British law and cultural practices Be part of a community that supports other communities
Mental Wellbeing – What can people do to be mentally healthy and how do these choices affect them?	Begin to express their own feelings	Recognise my own feelings and who I can share them with	Know how my behaviour can affect other people's mental wellbeing	Discuss how to recognise other people's feelings Ask questions about how to respond to other people's feelings	Ask questions about when it is appropriate to keep something confidential and when to break the confidence	Explain how to respond to other people's feelings	Confidently respond to other people's feelings in a mature and appropriate way

Physical Health – What can people do to be physically healthy and how do these choices affect them?	Be increasingly independent when getting ready	Recognise what keeps our bodies healthy	Discuss how to make healthy choices	Recognise good food choices and what makes a balanced diet	Discuss a balanced diet and making the right food choice Begin to talk about drugs that are common to everyday life	Talk about what positively and negatively affects our health Recognise the benefits of a balanced diet	Begin to discuss images in the media and reality and how these can affect self esteem Discuss the risk of drugs
Growing up – How do people change as they get older?	Begin to understand why we have routines	Recognise good hygiene routines Ask questions about loss and change	Recognise what they are good at Know the correct names for body parts Discuss how to be more independent	Begin to recognise what they are good at and set a goal Describe difficult feelings and discuss how to manage them	Recognise what they are good at and set goals Discuss life changes and how to deal with these Recognise what puberty is	Discuss what they are good at and set goals and aspirations Discuss how to manage complex feelings Discuss how to cope with bereavement and grief	Identify what they are good at and think about how goals and aspirations can be achieved Discuss puberty and human reproduction

The Online Safety aspect of the PSHE curriculum links to the ‘**Safety**’ concept from Computing.

