

PSHE Progression Pathway

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| | Being Me In My World | | Celebrating Difference | | Dreams and Goals | | Healthy Me | | Relationships | | Changing Me | |
| EYFS | | | | | | | | | | | | |
| 1 | I can explain why my class is a happy and safe place to learn. | I can give different examples where I or others make my class happy and safe. | I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. | I can explain what bullying is and how being bullied might make somebody feel. | I can explain how I feel when I am successful and how this can be celebrated positively. | I can say why my internal treasure chest is an important place to store positive feelings. | I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. | I can give examples of when being healthy can help me feel happy. | I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. | I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. | I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, and give reasons why they are private. | I can explain why some changes I might experience might feel better than others. |
| 2 | I can explain why my behaviour can impact on other people in my class. | I can compare my own and my friends' choices and can express why some choices are better than others. | I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. | I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends. | I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. | I can explain how it felt to be part of a group and can identify a range of feelings about group work. | I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices. | I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. | I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. | I can give examples of some different problem solving techniques and explain how I might use them in certain situations in my relationships. | I can use the correct terms to describe penis, testicles, anus, vagina and explain why they are private. I can explain why some types of touches feel OK and others don't. | I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me. |
| 3 | I can explain how my behaviour can affect how others feel and behave. | I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. | I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. | I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help. | I can explain the different ways that help me learn and what I need to do to improve. | I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. | I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. | I can express how being anxious/ scared and unwell feels. | I can explain how my life is influenced positively by people I know and also by people from other countries. | I can explain why my choices might affect my family, friendships and people around the world who I don't know. | I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. | I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. |
| 4 | I can explain why being listened to and listening to others is important in my school community. | I can explain why being democratic is important and can help me and others feel valued. | I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. | I can explain why it is good to accept myself and others for who we are. | I can plan and set new goals even after a disappointment. | I can explain what it means to be resilient and to have a positive attitude. | I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. | I can identify feelings of anxiety and fear associated with peer pressure. | I can recognise how people are feeling when they miss a special person or animal. | I can give ways that might help me manage my feelings when missing a special person or animal. | I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. | I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen. |

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| 5 | I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. | I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. | I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. | I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour. | I can compare my hopes and dreams with those of young people from different cultures. | I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. | I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. | I can summarise different ways that I respect and value my body | I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. | I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. | I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. | I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends. |
| 6 | I can explain how my choices can have an impact on people in my immediate community and globally. | I can empathise with others in my community and globally and explain how this can influence the choices I make. | I can explain ways in which difference can be a source of conflict or a cause for celebration. | I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration. | I can explain different ways to work with others to help make the world a better place. | I can explain what motivates me to make the world a better place. | I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. | I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. | I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. | I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations. | I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. | I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby. |