



RSE & PSHE Progression Map

Government Guidance

All schools must show how well they support children's spiritual, moral, social and cultural (SMSC) development, including the promotion of British Values, and the effectiveness of this will be evaluated as part of the 'personal development' judgement of a school inspection. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond. PSHE and Citizenship education also contributes to the 'behaviour and attitudes' judgement of school inspections by developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct.

The curriculum for a maintained school [must be] a balanced and broadly-based curriculum which –

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Taken from: Section 78 (1) Education Act 2002

Safeguarding

The [statutory guidance on safeguarding for children in schools and colleges](#) requires schools to 'ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. Effective PSHE education supports safeguarding by delivering protective learning opportunities on a range of potential safeguarding issues identified by Ofsted in the guidance *Inspecting Safeguarding in Early Years, Education and Skills Settings*, including:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- substance misuse
- domestic abuse
- female genital mutilation
- forced marriage
- poor parenting

Curriculum

Although PSHE and Citizenship are non-statutory subjects for maintained schools, the National Curriculum Framework states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. All schools have an obligation to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, all of which fall within the non-statutory Programme of Study for Citizenship at KS1 and KS2.

The 2019 Guidance for Personal, Social, Health and Economic (PSHE) education states that 'personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum'.

We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Taken from: Guidance for Personal, Social, Health and Economic (PSHE) Education 2019

Level expected at the end of EYFS

Personal, Social and Emotional Development (Making Relationships)

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Physical Development (Health and Self-Care)

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Understanding the World (People and Communities)

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Personal, Social and Emotional Development (Managing Feelings and Behaviour)

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Understanding the World (Technology)

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

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Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Knowledge and Skills Progression: Year 1 to Year 3: Families & Relationships

Sub-strand	Year 1 Skills	Year 1 Knowledge	Year 2 Skills	Year 2 Knowledge	Year 3 Skills	Year 3 Knowledge
Family	Exploring how families are different to each other.	To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.	Understanding ways to show respect for different families.	To know that families can be made up of different people. To know that families may be different to my family.	Learning that problems can occur in families and that there is help available if needed. □	To know that I can talk to trusted adults or services such as Childline if I experience family problems.
Friendships	Exploring how friendship problems can be overcome. Exploring friendly behaviours.	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.	Understanding difficulties in friendships and discussing action that can be taken.	To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem
Respectful relationships	N/A	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only	Exploring the conventions of manners in different situations	To understand what good manners are. To understand some stereotypes related to jobs.	Identifying who I can trust. Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships. To understand that there are similarities and differences between people.
Change and Loss	N/A	N/A			N/A	N/A

Knowledge and Skills Progression: Year 4 to Year 6: Families & Relationships

Sub-strand	Year 4 Skills	Year 4 Knowledge	Year 5 Skills	Year 5 Knowledge	Year 6 Skills	Year 6 Knowledge
Family	N/A	N/A	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
Friendships	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
Respectful relationships	N/A	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.	Exploring and questioning the assumptions we make about people based on how they look.	To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.
Change and Loss	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.

Knowledge and Skills Progression: Year 1 to Year 3: Health & Well-Being

Sub-strand	Year 1 Skills	Year 1 Knowledge	Year 2 Skills	Year 2 Knowledge	Year 3 Skills	Year 3 Knowledge
Health and prevention	Learning how to wash hands properly. Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for my teeth.	Understanding why it is important to look after my teeth.	To understand ways to prevent tooth decay.
Physical health and wellbeing	Exploring positive sleep habits.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal.	To understand the balance of foods we need to keep healthy.	Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	To know the different food groups and how much of each of them we should have to have a balanced diet.
Mental wellbeing	Identifying different ways to manage feelings.	To know that strengths are things we are good at. To know that qualities describe what we are like. To know the words to describe some positive and negative emotions.	Exploring strategies to manage different emotions. Developing empathy. Exploring the need for perseverance and developing a growth mindset.	To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them	Being able to breakdown a problem into smaller parts to overcome it.	To understand the importance of belonging. To understand what a problem or barrier is and that these can be overcome.

Knowledge and Skills Progression: Year 4 to Year 6: Health & Well-Being

Sub-strand	Year 4 Skills	Year 4 Knowledge	Year 5 Skills	Year 5 Knowledge	Year 6 Skills	Year 6 Knowledge
Health and prevention	Developing independence in looking after my teeth.	To know key facts about dental health.	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Discussing ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness
Physical health and wellbeing	N/A	N/A	Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.	To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality.	Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).
Mental wellbeing	Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.	To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health.	Taking responsibility for my own feelings	N/A	Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.

Knowledge and Skills Progression: Year 1 to Year 3: Safety and the changing body

Sub-strand	Year 1 Skills	Year 1 Knowledge	Year 2 Skills	Year 2 Knowledge	Year 3 Skills	Year 3 Knowledge
Being safe (including online)	N/A	To know that some types of physical contact are never appropriate.	Discussing the concept of privacy. Exploring ways to stay safe online.	To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises.	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe.	To understand that cyberbullying is bullying which takes place online. To know the rules for being safe near roads.
Drugs, alcohol and tobacco	Learning what is and is not safe to put in or on our bodies	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure	Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.	To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.	Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.	To understand that other people can influence our choices.
The changing adolescent body	N/A	N/A	N/A	To know the names of parts of my body including private parts.	N/A	N/A
Basic first aid	Practising making an emergency phone call.	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.	N/A	N/A	Learning what to do in a medical emergency, including calling the emergency services.	To know that it is important to maintain the safety of myself and others, before giving first aid.

Knowledge and Skills Progression: Year 4 to Year 6: Safety and the changing body

Sub-strand	Year 4 Skills	Year 4 Knowledge	Year 5 Skills	Year 5 Knowledge	Year 6 Skills	Year 6 Knowledge
Being safe (including online)	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.	To understand that there are risks to sharing things online. To know the difference between private and public.	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.	Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.
Drugs, alcohol and tobacco	Discussing the benefits of being a non-smoker.	To understand the risks associated with smoking tobacco.	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
The changing adolescent body	Discussing some physical and emotional changes during puberty.	To understand the physical changes to both male and female bodies as people grow from children to adults.	Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
Basic first aid	N/A	N/A	Learning about how to help someone who is bleeding	To know how to assess a casualty's condition	Placing an unresponsive patient into the recovery position	To know how to conduct a primary survey (using DRABC)

Knowledge and Skills Progression: Year 1 to Year 6: Citizenship

Year 1	Year 1	Year 2	Year 2	Year 3	Year 3
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Recognising why rules are necessary. Exploring the differences between people.	To know the rules in school. To understand that people are all different.	Explaining why rules are in place. Learning how to discuss issues of concern to me.	To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To understand that everyone has similarities and differences.	Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights.	To understand the UN Convention on the Rights of the Child. To know that the local council is responsible for looking after the local area. To know that elections are held where adults can vote for local councillors. To understand the role of charities in the community.
Year 4	Year 4	Year 5	Year 5	Year 6	Year 6
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Discussing how we can help to protect human rights. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.	To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that there are a number of groups which make up the local community	Developing an understanding of how parliament and Government work	To know what happens when someone breaks the law. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.	Discussing how education and other human rights protect us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.	To know that education is an important human right. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors.

Knowledge and Skills Progression: Year 1 to Year 6: Economic wellbeing

Year 1	Year 1	Year 2	Year 2	Year 3	Year 3
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Discussing what to do if we find money. Exploring choices people make about money	To know that coins and notes have different values. To know some of the ways children may receive money. To know that it is wrong to steal money.	Identifying whether something is a want or need. Recognising that people make choices about how to spend money	To know some of the ways in which adults get money. To know the difference between a 'want' and 'need'. To know some of the features to look at when selecting a bank account.	Considering the advantages and disadvantages of different payment methods.	To understand that there are different ways to pay for things. To understand that there are a range of jobs available. To understand that some stereotypes can exist around jobs but these should not affect people's choices
Year 4	Year 4	Year 5	Year 5	Year 6	Year 6
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Identifying negative and positive influences that can affect our career choices.	To understand the importance of tracking money. Exploring ways to overcome stereotypes in the workplace.	Discussing risks associated with money.	To know some ways that people lose money.	Identifying jobs which might be suitable for them.	N/A

Knowledge and Skills Progression: Year 6 only: Identity

	Year 6	
Skills		Knowledge
Exploring how the media might influence our identity.		To know that identity is the way we see ourselves and also how other people see us