



# Progression Summary – PSHE

## Health and wellbeing

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Recognise what makes them special and the ways in which we are all unique.  
Identify the people whose job it is to keep us safe.

1

Explain different ways to stay healthy and safe.  
Recognise, name and manage different feelings.  
Identify the differences between different people's feelings.

2

Categorise how to keep safe outside of school.  
Sequence how to get help when there is an emergency.  
Summarise how putting things in our bodies can affect how we feel.

3

Compare and examine the elements of a balanced, healthy lifestyle.  
Explain how habits can have both positive and negative effects on a healthy lifestyle.  
Apply basic first aid.

4

Examine and critique choices that support a healthy lifestyle; recognise what might influence these.  
Make reasoned judgements about what good physical health means.  
Justify the importance of keeping personal info private.

5

Evaluate the physical and emotional changes that happen when approaching and during puberty  
Recall and discuss the risks and effects of legal drugs common to everyday life.  
Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.

6

Demonstrate an understanding about new opportunities and responsibilities that increasing independence may bring.  
Evaluate, assess and manage risk in different situations.  
Critique and empathise why people choose to use or not use drugs (including nicotine, alcohol and medicines).

## Relationships

Identify the people who are special and important to us.  
Identify common features of family life.  
Apply understanding of communication by telling someone if they are unhappy or worried.

Identify safe and unsafe situations and consent.  
Categorise and discuss different types of families.  
Observe how to make and maintain good friendships.

Observe and recognise when someone else is unhappy or worried; and what to do about it.  
Reason what hurtful behaviour and bullying is. What is the impact it has on us.  
Select and share their opinions on things that matter to them.

Synthesise that there are different types of relationships and family structures.  
Explain discrimination: what it means and how to challenge it.  
Empathise that friendships have ups and downs and develop strategies to resolve reconcile disputes and difference.

Demonstrate strategies to seek help if they are unhappy with any relationships or situations.  
Explain the importance of self-respect.  
Compare strategies for recognising and managing peer influence.

Recognise that people may be attracted to someone emotionally, romantically and sexually.  
Demonstrate an understanding that people who love and care for each other can be in a committed relationship.  
Demonstrate how to seek and give permission (consent) in varying situations.  
Empathise why people may behave differently, online.

Compare and contrast aspects of keeping something confidential or secret.  
Evaluate and value how personal behaviour can affect other people; to recognise and model respectful behaviour online.  
Critique personal boundaries; what is appropriate in friendships and wider relationships (including online).

## Living in the wider world

Recognise why our school rules are important.  
Explain what to do to take care of our environment.  
Describe what it means to 'belong'.

Describe different people's level of need and recognise our responsibility to care for them.  
Describe the uses and risks of the internet.  
Compare the difference between want and need.

Recognise everyone has different strengths.  
Explain why different rules are needed in different situations.  
Demonstrate an understanding of where money comes from, how to look after it and that people may make different choices around it.

Reason ways of carrying out shared responsibilities for protecting the environment in school and at home.  
Explain what living in a community means.  
Explain of the different contributions that people and groups make to the community.

Explain prejudice.  
Synthesise the term stereotype.  
Justify and discuss diversity.  
Critique what is and is not appropriate to share on social media.

Empathise and describe the ways people treat, organise, use, obtain money.  
Explain and demonstrate how text and images in the media and on social media can be manipulated or invented.

Recognise there are human rights, that are there to protect everyone.  
Critique ways in which the internet and social media can be used both positively and negatively.  
Make reasoned judgements about kind of job that they might like to do when they are older.