



# PSHE Progression Overview

	Year 3	Year 4	Year 5	Year 6
<b>Personal</b>	<p><b>Self awareness</b></p> <ul style="list-style-type: none"> <li>Extend their vocabulary to describe their feelings, and start to explain the range and intensity of them (H6)</li> <li>Start to distinguish between emotions and the symptoms of them</li> </ul> <p><b>Self regulation of emotions</b></p> <ul style="list-style-type: none"> <li>Use simple strategies for managing their feelings (KS1 H4)</li> <li>Recognise that they may sometimes experience conflicting emotions (H7)</li> </ul> <p><b>Self control of behaviour</b></p> <ul style="list-style-type: none"> <li>Recognise the consequences of their behaviour and use this knowledge to start to manage their own behaviour</li> </ul> <p><b>Self confidence</b></p> <ul style="list-style-type: none"> <li>Describe positives about themselves and how these make them who they are (KS1 L8)</li> <li>Celebrate their achievements (H5)</li> </ul> <p><b>Trustworthiness, honesty, integrity</b></p> <ul style="list-style-type: none"> <li>Explain the difference between fair and unfair, kind and unkind, right and wrong (R4)</li> <li>Develop their own moral principles and accept that other people's views and choices may be different</li> </ul> <p><b>Adaptability incl resilience and perseverance</b></p> <ul style="list-style-type: none"> <li>Tackle a problem/challenge until it is resolved/ achieved</li> </ul> <p><b>Appreciation "of human creativity and achievement"</b></p> <ul style="list-style-type: none"> <li>Identify and describe experiences (of creativity and achievement) that they like and dislike</li> </ul>	<p><b>Self awareness</b></p> <ul style="list-style-type: none"> <li>Distinguish between most emotions and the symptoms of them; describe the range and intensity of some of these (H6)</li> </ul> <p><b>Self regulation of emotions</b></p> <ul style="list-style-type: none"> <li>Start to recognise some common triggers and make efforts to avoid them; start to understand why they might experience conflicting emotions, and how they might overcome these (H7)</li> </ul> <p><b>Self control of behaviour</b></p> <ul style="list-style-type: none"> <li>Use their knowledge of consequences to manage and adapt their own behaviour</li> </ul> <p><b>Self confidence</b></p> <ul style="list-style-type: none"> <li>Celebrate their achievements; start to reflect by talking about areas for improvement and goals (H5)</li> </ul> <p><b>Trustworthiness, honesty, integrity</b></p> <ul style="list-style-type: none"> <li>Start to reason about morality in the abstract; start to put their own beliefs and ideas into a religious, cultural or ethical context</li> <li>Recognise and manage 'dares' (R15) and other forms of peer pressure</li> </ul> <p><b>Adaptability incl resilience and perseverance</b></p> <ul style="list-style-type: none"> <li>Demonstrate persistence in tackling a challenge (e.g. by overcoming more than one set-back)</li> </ul> <p><b>Appreciation "of human creativity and achievement"</b></p> <ul style="list-style-type: none"> <li>Describe experiences (of creativity and achievement) that they enjoy and start to describe the same for others</li> <li>Express opinions and listen to those of others</li> </ul>	<p><b>Self awareness</b></p> <ul style="list-style-type: none"> <li>Explain the range and intensity of their emotions and symptoms (H6)</li> </ul> <p><b>Self regulation of emotions</b></p> <ul style="list-style-type: none"> <li>Start selecting strategies e.g. short-term to manage symptoms and longer-term for emotions; where appropriate start to 'unpick' conflicting emotions (H7)</li> </ul> <p><b>Self control of behaviour</b></p> <ul style="list-style-type: none"> <li>Explain the consequences of their and others' actions, and start to compensate for other people's behaviour</li> </ul> <p><b>Self confidence</b></p> <ul style="list-style-type: none"> <li>Celebrate and reflect on their achievements, strengths and areas for improvement; set themselves goals (H5)</li> </ul> <p><b>Trustworthiness, honesty, integrity</b></p> <ul style="list-style-type: none"> <li>Explain how moral codes may differ from person to person and between cultures, and how their own beliefs/values/ideas might inform and be informed by their perspective on life</li> <li>Often act according to their own principles in areas that are considered right by some and wrong by others</li> </ul> <p><b>Adaptability incl resilience and perseverance</b></p> <ul style="list-style-type: none"> <li>Persist in tackling challenges, and start to help others do so in sensitive ways</li> </ul> <p><b>Appreciation "of human creativity and achievement"</b></p> <ul style="list-style-type: none"> <li>Start to alter their behaviour to accommodate others' likes and dislikes (e.g. adding caveats like "in</li> </ul>	<p><b>Self awareness</b></p> <ul style="list-style-type: none"> <li>'Read', understand and accurately describe their emotions; if asked, start to help others unpick their own</li> </ul> <p><b>Self regulation of emotions</b></p> <ul style="list-style-type: none"> <li>Select between strategies to manage emotions, including conflicting emotions, and the symptoms of them</li> </ul> <p><b>Self control of behaviour</b></p> <ul style="list-style-type: none"> <li>Often compensate for other people's (negative) behaviour</li> </ul> <p><b>Self confidence</b></p> <ul style="list-style-type: none"> <li>Celebrate and reflect on their achievements, strengths, areas for improvement and aspirations; set high short-term and long-term goals for themselves (H5)</li> </ul> <p><b>Trustworthiness, honesty, integrity</b></p> <ul style="list-style-type: none"> <li>Make reasoned judgments on moral dilemmas in and out of context, and reassess their own values in the light of this</li> <li>Confidently act according to their own principles in areas that are considered right by some and wrong by others</li> </ul> <p><b>Adaptability incl resilience and perseverance</b></p> <ul style="list-style-type: none"> <li>Demonstrate persistence and help others do so in a sensitive way</li> </ul> <p><b>Appreciation "of human creativity and achievement"</b></p> <ul style="list-style-type: none"> <li>Explain how their own enjoyment might affect that of others</li> </ul>



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			my opinion", or compromising on choices) <ul style="list-style-type: none"> <li>Show an interest in reflecting other people's experiences</li> </ul>	
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<b>Social</b>	<p><b>Discernment</b></p> <ul style="list-style-type: none"> <li>Explain how they make decisions about who to trust; explain how they judge whether a relationship is a positive one (RSE/HE)</li> </ul> <p><b>Consent</b></p> <ul style="list-style-type: none"> <li>plain consent in detail, probably in a non-sexual context (e.g. words, phrases and body language); responsibilities of the (accidental) perpetrator; hard-to-articulate anxieties and discomfort (RSE/HE)</li> <li>Expand these body-concepts to other people's feelings as well as their property (KS1 L3)</li> </ul> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>Consistently show respect for others through their manners and actions, including their online behaviour (e.g. by being polite when challenging others' values and opinions)</li> <li>Show respect for online content (e.g. distinguishing between public and private material)</li> </ul> <p><b>Empathy</b></p> <ul style="list-style-type: none"> <li>Start to explain commonalities, e.g. similarities and differences (L9)</li> <li>Respond appropriately when other people show feelings in different ways (KS1 R1)</li> </ul>	<p><b>Discernment</b></p> <ul style="list-style-type: none"> <li>Explain in detail how they discern the quality of a relationship, including how they manage difficult situations, how they seek help, and the risks of online friendships (RSE/HE)</li> </ul> <p><b>Consent</b></p> <ul style="list-style-type: none"> <li>Be able to articulate an extensive understanding of the ways to communicate, facilitate and navigate consent (RSE/HE)</li> <li>Expand and apply these body-concepts e.g. by starting to voice concerns when other people's rights seem to have been infringed</li> </ul> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>Start to cope with / compensate for non-reciprocation of good manners</li> <li>Show respect for online content (e.g. by acknowledging a source)</li> </ul> <p><b>Empathy</b></p> <ul style="list-style-type: none"> <li>Explain commonalities, e.g. similarities and differences (L9)</li> <li>Try to see and respect other people's points of view (R10)</li> <li>Modify their behaviour appropriately for different people and settings (e.g. with regard to culture or custom - L11, L12) and explain why they are doing so</li> </ul>	<p><b>Discernment</b></p> <ul style="list-style-type: none"> <li>Start to support friends in discerning the quality of a relationship, including how to manage difficult situations and/or seek help (RSE/HE)</li> </ul> <p><b>Consent</b></p> <ul style="list-style-type: none"> <li>Explain some legal and ethical aspects of: rights to privacy and personal boundaries (R21); peer pressure and media manipulation (H13, H15); ways to ask for help and report abuse (H14)</li> <li>Show a willingness to stand up for other people's rights (consent, property, feelings and wellbeing)</li> </ul> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>Sensitively deal with others' lack of manners</li> <li>Show respect for online content (e.g. by investigating permissions)</li> </ul> <p><b>Empathy</b></p> <ul style="list-style-type: none"> <li>Listen and respond respectfully to a wide range of people, including strangers, showing that they care about other people's feelings</li> </ul> <p><b>Building bonds</b></p> <ul style="list-style-type: none"> <li>Recognise and challenge stereotypes (R16), bullying and discrimination (L6), and where appropriate other people's points of view (R10)</li> </ul>	<p><b>Discernment</b></p> <ul style="list-style-type: none"> <li>Be able to offer sensitive support and advice to friends, to help them discern the quality of a relationship, and better manage difficult situations (RSE/HE)</li> </ul> <p><b>Consent</b></p> <ul style="list-style-type: none"> <li>Start to apply these issues in adolescent and adult contexts (e.g. sexual relationships)</li> </ul> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>Start managing other people's bad manners, or insensitivity, in appropriate and courteous ways</li> <li>Show awareness of, and explain, privacy, copyright and plagiarism</li> </ul> <p><b>Building bonds</b></p> <ul style="list-style-type: none"> <li>Show a confidence and sensitivity in constructively challenging other people's behaviours (L6) and points of view (R10), where appropriate and/or safe</li> </ul> <p><b>Collaboration Including conflict management</b></p> <ul style="list-style-type: none"> <li>Relate to others and work towards consensus, e.g. by negotiation and appropriate compromise, and by giving rich and constructive feedback and support (R12), and by adapting behaviour and speech (e.g. facilitating / 'uniting' interactions)</li> </ul>

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<ul style="list-style-type: none"> <li>Recognise and start to care about other people's feelings (R10)</li> <li>Start to modify their behaviour to follow the 'rules' of different settings (e.g. social or cultural)</li> </ul> <p><b>Building bonds</b></p> <ul style="list-style-type: none"> <li>Explain the meaning of stereotypes (R16) and harmful behaviours like bullying and discrimination (L6)</li> </ul> <p><b>Collaboration Including conflict management</b></p> <ul style="list-style-type: none"> <li>Demonstrate a willingness to listen to others to facilitate cooperative play and work</li> <li>Use some simple negotiation strategies to resolve arguments (KS1 R6, KS2 R12)</li> <li>Recognise that most friendships have ups and downs (RSE/HE)</li> </ul> <p><b>Accepting Advice</b></p> <ul style="list-style-type: none"> <li>Begin to seek advice and make an informed choice about whether to follow it</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Share their opinions on a wide range of things, explaining their views to a partner or group (KS1 R7) and listening to the views of others (KS1 R6)</li> </ul>	<p><b>Building bonds</b></p> <ul style="list-style-type: none"> <li>Recognise when stereotypes are being used (R16)</li> <li>Realise the consequences of anti-social, aggressive and harmful behaviours and start to help each other get support where appropriate (L6)</li> </ul> <p><b>Collaboration Including conflict management</b></p> <ul style="list-style-type: none"> <li>Use their knowledge of others' views, opinions, personal qualities and social skills to work successfully in a team and resolve conflicts, e.g. by looking at alternatives and making decisions (L8)</li> <li>Recognise that friendships can usually be repaired after a fall-out (RSE/HE)</li> </ul> <p><b>Accepting Advice</b></p> <ul style="list-style-type: none"> <li>Seek advice but make an informed choice about whether to follow it</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Use research to inform their opinions, sharing these with others (L1)</li> <li>Start to understand the varying reliabilities of sources of information e.g. in social media (L18)</li> </ul>	<ul style="list-style-type: none"> <li>Develop strategies for getting support for themselves or others in these contexts (L6)</li> </ul> <p><b>Collaboration Including conflict management</b></p> <ul style="list-style-type: none"> <li>Relate to others people's opinions, qualities and skills, and work towards consensus, e.g. by seeing and respecting others' points of view, giving feedback and support, making decisions and explaining them (L8)</li> <li>Recognise that friendships can sometimes be strengthened if fall-outs are dealt with sensitively (RSE/HE)</li> </ul> <p><b>Accepting Advice</b></p> <ul style="list-style-type: none"> <li>Start to be able to explain about skill-levels and authority of advice-givers</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Research and debate topical issues, problems and events that are of concern to them and offer some basic recommendations to appropriate people (L1)</li> <li>Discern bias/reliability in social media and other sources of information (L18)</li> </ul>	<p><b>Accepting Advice</b></p> <ul style="list-style-type: none"> <li>Distinguish where it is appropriate to ask advice and when it might not be; understand the personal qualities of advice-givers</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Research, discuss and debate topical issues, problems and events that are of concern to them and to others, making formal recommendations to appropriate people if required (L1)</li> <li>Discuss issues of bias/reliability in social media and other sources of information and use this to make mature decisions about what to 'share' or forward (L18)</li> </ul>
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<b>Health</b>	<p><b>Self care</b></p> <ul style="list-style-type: none"> <li>Develop their self-care skills by e.g. linking them to their knowledge of bacteria and viruses (H12)</li> <li>Start to explain how they judge whether what they are feeling and how they are behaving is appropriate and proportionate (RSE/HE)</li> </ul> <p><b>Risk assessment/ management</b></p> <ul style="list-style-type: none"> <li>Assess risks in different situations and decide how to manage them responsibly, e.g. road safety (H10); rail, water and fire safety (H21); and online safety (H22)</li> <li>Safety using tools for DT</li> </ul>	<p><b>Self care</b></p> <ul style="list-style-type: none"> <li>Use research to inform the choices they make that have an impact on their physical and mental health, e.g. food and exercise (H2, H3); and that of others (e.g. kindness and generosity)</li> <li>Explain how they discern their own mental and physical wellbeing, i.e. whether what they are feeling and how they are behaving is appropriate and proportionate (RSE/HE)</li> </ul> <p><b>Risk assessment/ management</b></p> <ul style="list-style-type: none"> <li>Assess risks in different situations and develop strategies for keeping physically and emotionally safe (H21), including a wider range of online safety issues and protections (H22)</li> <li>Use these as an opportunity to build resilience (H10)</li> <li>Safety using tools for DT</li> </ul>	<p><b>Self care</b></p> <ul style="list-style-type: none"> <li>Be able to articulate how lifestyle choices can have positive, neutral and negative consequences (H2)</li> <li>Where possible and appropriate, help their friends discern whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul> <p><b>Risk assessment/ management</b></p> <ul style="list-style-type: none"> <li>Be able to explain a range of online safety issues (physical, mental and emotional), including identity theft, sharing of images and the reliability of information (H22)</li> <li>Safety using tools for DT</li> </ul>	<p><b>Self care</b></p> <ul style="list-style-type: none"> <li>Be able to articulate the concept of a 'balanced lifestyle' - i.e. that many health choices actually have both positive and negative consequences (H2)</li> </ul> <p><b>Risk assessment/ management</b></p> <ul style="list-style-type: none"> <li>Explain and strategise about a range of online safety issues (physical, mental and emotional) including screen time (H24), online courtesies (H24, H25), and the sharing of politically incorrect or even illegal opinion and polemic (H25)</li> <li>Safety using tools for DT</li> </ul>

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<b>Economic</b>	<p><b>Asking questions</b></p> <ul style="list-style-type: none"> <li>Start to frame questions and answers in economically valid ways (e.g. about change/difference)</li> </ul> <p><b>Using charts/ graphs</b></p> <ul style="list-style-type: none"> <li>Use bar charts (e.g. not blocks); use more complex tables</li> </ul> <p><b>Judging reliability</b></p> <ul style="list-style-type: none"> <li>Start to show awareness that there are different ways to represent economic information, and that these might inform opinions/beliefs and the way people feel about themselves (H4)</li> </ul> <p><b>Presenting information</b></p> <ul style="list-style-type: none"> <li>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</li> <li>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations</li> </ul> <p><b>Good citizenship</b></p> <ul style="list-style-type: none"> <li>Start to reflect on their own impact in the community (e.g. waste, noise, carbon footprint)</li> </ul> <p><b>Developing a world view</b></p> <ul style="list-style-type: none"> <li>Compare and contrast facts about different places and start to recognise that place is not the same as ethnicity or race</li> </ul>	<p><b>Asking questions</b></p> <ul style="list-style-type: none"> <li>Ask and answer economically valid questions (e.g. about cause and effect, reliability, change and difference)</li> </ul> <p><b>Using charts/ graphs</b></p> <ul style="list-style-type: none"> <li>Use time graphs 'and other graphs'; use discrete and continuous data</li> </ul> <p><b>Judging reliability</b></p> <ul style="list-style-type: none"> <li>Recognise that economic 'facts' can vary depending on the source, and begin to suggest reasons for this (L17)</li> </ul> <p><b>Presenting information</b></p> <ul style="list-style-type: none"> <li>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Cross reference against the rest of the progression guide.</li> <li>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations</li> </ul> <p><b>Good citizenship</b></p> <ul style="list-style-type: none"> <li>Explain their own impact in the community and start to make adjustments to their own behaviour in response to this</li> </ul> <p><b>Developing a world view</b></p> <ul style="list-style-type: none"> <li>Recall and compare facts about different places, and explain how these can both reflect and disguise ethnicity, faith and race</li> </ul>	<p><b>Asking questions</b></p> <ul style="list-style-type: none"> <li>Ask and answer economically valid questions (e.g. about significance, relevance, reliability, perspective)</li> </ul> <p><b>Using charts/ graphs</b></p> <ul style="list-style-type: none"> <li>Complete and interpret tables, including timetables; calculate the mode and range</li> </ul> <p><b>Judging reliability</b></p> <ul style="list-style-type: none"> <li>Begin to explain how economic 'facts' are often interpreted to support opinions (L17)</li> </ul> <p><b>Presenting information</b></p> <ul style="list-style-type: none"> <li>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</li> <li>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations.</li> </ul> <p><b>Good citizenship</b></p> <ul style="list-style-type: none"> <li>Adjust their own behaviours to lessen their negative impact in the community (e.g. use of plastic)</li> </ul> <p><b>Developing a world view</b></p> <ul style="list-style-type: none"> <li>Start to understand how the 'emerging world culture of shared experiences' (e.g. through TV and internet) is changing communities around the world</li> </ul>	<p><b>Asking questions</b></p> <ul style="list-style-type: none"> <li>Regularly ask and answer perceptive questions in economically valid ways</li> </ul> <p><b>Using charts/ graphs</b></p> <ul style="list-style-type: none"> <li>Read, interpret and use pie charts and line graphs; calculate the mean</li> </ul> <p><b>Judging reliability</b></p> <ul style="list-style-type: none"> <li>Explain and critique the way economic 'facts' are used and interpreted to support and influence opinions (L17), and affect how people feel about themselves (H4)</li> </ul> <p><b>Presenting information</b></p> <ul style="list-style-type: none"> <li>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</li> <li>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations.</li> </ul> <p><b>Good citizenship</b></p> <ul style="list-style-type: none"> <li>Reflect on their own contribution to society 'and to the world of work'</li> </ul> <p><b>Developing a world view</b></p> <ul style="list-style-type: none"> <li>Explain how the 'emerging world culture of shared experiences' (e.g. through TV and internet) is changing world communities</li> </ul>