



Progression in PSHE

Curriculum progression: This map sets out the progression of knowledge, understanding and skills from Preschool to the transition to Key Stage 2. Statements are intentionally concise and identify the key learning pupils are expected to develop over time.

Safeguarding terminology: 'Safe adult' is used as the school's preferred child-facing safeguarding term. 'Trusted adult' is retained where it reflects terminology used within the adopted Kapow scheme, with both terms taught in context.

Aspect	EYFS		KS1		Moving into KS2
	Preschool	Reception	Year 1	Year 2	
My Healthy Self	- Begin to name and express basic feelings. - Begin to recognise that other people have feelings too. - Know that safe adults can help when they are upset or worried. - Begin to follow simple routines for looking after themselves. - Explore and enjoy different types of physical activity. - Begin to recognise foods that are good for their bodies. - Begin to cope with small challenges with adult support. - Begin to understand that mistakes are part of learning.	Self-regulation: My feelings - Identify and name a range of emotions, including happy, sad, worried, angry and calm. - Begin to recognise and understand how others may be feeling. - Know that all feelings are okay, but hurting others is not. - Begin to use adults and simple strategies to help manage difficult feelings. Managing self: Taking on challenges - Know that they are a valuable and capable individual. - Understand that mistakes are part of learning and can be used to improve. - Develop resilience when facing challenges and problems. - Know simple ways to care for their own physical and emotional wellbeing. - Recognise that exercise affects how their body feels. Managing self: My wellbeing - Know simple ways to look after their body and mind. - Know that eating a varied, colourful diet can help keep the body healthy. - Know that regular movement and exercise are important for health. - Begin to use relaxation strategies to help their body and mind feel calm.	How can we look after our emotions? - Recognise and name a wider range of emotions and associated feelings. - Recognise emotions in themselves and others through facial expressions and body language. - Describe what they are feeling and begin to explain why. - Recognise that feelings can vary in strength and change over time. - Identify when they or others may need help with their feelings. - Know that talking to a safe adult can help when they feel upset, worried, sad or left out. - Identify simple strategies and activities that can help them feel calm or happier. - Recognise how repeated unkind behaviour can affect someone's feelings.	How can we look after our bodies? - Understand how sleep, rest and activity affect how they feel and function. - Know that daily movement and physical activity are important for health and wellbeing. - Identify opportunities to be active throughout the school day and at home. - Know how a good bedtime routine can support healthy sleep. - Understand the importance of brushing teeth twice a day and visiting the dentist regularly. - Recognise that sugary foods and drinks can damage teeth and should be limited. - Recognise that different foods and drinks contribute to a healthy, balanced diet. - Identify foods and drinks that are suitable for everyday consumption and those best enjoyed occasionally. - Make simple healthy choices, including choosing water and eating fruit and vegetables. - Understand that healthy food and drink help the body grow, stay healthy and have energy to learn and play.	Develop understanding of mental and physical wellbeing, healthy lifestyles, nutrition, health protection and the changes associated with growing up, while developing greater independence in making healthy and informed choices.

Aspect	EYFS		KS1		Moving into KS2
	Preschool	Reception	Year 1	Year 2	
Connecting with Others	- Begin to form positive relationships with familiar adults and children. - Begin to play alongside and with other children. - Begin to share, take turns and cooperate with others. - Begin to recognise that people have different feelings, interests and needs. - Begin to listen to others and respond appropriately. - Begin to show kindness and care towards others. - Begin to understand that families and relationships may be different.	Building relationships: Special relationships - Understand that families can be different and that every family is special. - Recognise that everyone is unique and valuable. - Develop friendships and begin to participate confidently in wider groups. - Begin to take turns and share with others. Building relationships: My family and friends - Talk about their family and people who are important to them. - Understand what makes a good friend, including kindness, sharing and listening. - Recognise and respect that people have different interests, perspectives and feelings. - Develop skills for cooperating, listening and supporting others. - Understand the importance of including others and helping people feel valued. - Know that it is important to tell the truth.	How can I help myself and others feel happy and safe? - Understand that families show love and care in different ways and that families can experience disagreements. - Recognise that relationships should be caring, respectful and safe, and know who to talk to if they feel unsafe. - Develop strategies for managing minor disagreements, including turn-taking, compromise, saying sorry and seeking adult help. - Express feelings, needs and disagreements politely and calmly. - Understand what makes a good friend and why friendships are important. - Show respect for others by listening, sharing, taking turns and considering their feelings and needs. - Recognise that people have different likes, dislikes, feelings and strengths. - Develop confidence and positive self-talk by recognising their own achievements and setting simple personal goals.	How can I build safe, kind and caring relationships with others? - Understand that families are diverse and that every family is unique and valuable. - Recognise and celebrate similarities and differences between people and communities. - Understand that everyone should be treated with kindness, respect and fairness. - Recognise unkind behaviour and understand how it can affect someone's feelings and sense of belonging. - Understand personal boundaries and the importance of asking permission before touching others or using their belongings. - Know that everyone has the right to say no and that their boundaries should be respected. - Identify safe adults and know how to ask for help when they feel worried, uncomfortable or unsafe. - Recognise bullying as repeated, deliberate unkind behaviour and know how to seek help for themselves or others.	Develop deeper understanding of healthy relationships, respect, boundaries, consent, diversity and resolving conflict, while learning to recognise and respond to unhealthy or harmful behaviour.

Aspect	EYFS		KS1		Moving into KS2
	Preschool	Reception	Year 1	Year 2	
The Online World	Digital foundations - Begin to use technology safely with adult support. - Begin to follow simple rules when using devices. - Balance screen experiences with play, movement and interaction with others.	Digital foundations - Use technology safely and appropriately with adult guidance. - Follow simple rules when using digital devices. - Begin to understand the importance of balancing screen use with play, movement and time with others.	How do we spend time online? - Recognise when and how they use the internet in everyday life. - Understand that online behaviour should be kind, polite and respectful, just as it is offline. - Understand the importance of balancing screen time with other activities and healthy habits. - Recognise that not all online content is suitable for children. - Know to check unfamiliar online content, apps or websites with a trusted adult. - Know who their trusted adults are and how to seek help about something that worries them online.	How can we stay safe online? - Recognise that information shared online may be seen by many people and may not always be true. - Understand that some personal information should not be shared online. - Understand that images and videos of others should not be shared without permission. - Recognise when online content or behaviour makes them feel worried, uncomfortable or unsafe. - Know to seek help from a trusted adult when something online concerns them. - Apply safe and responsible habits when using apps, websites and digital devices.	Develop greater independence in safe, responsible and respectful online behaviour, including managing personal information, recognising risks, evaluating online content and knowing how to respond to concerns.
Citizenship	- Begin to understand simple rules and routines. - Begin to play cooperatively and take turns. - Begin to help with simple tasks and care for shared spaces. - Begin to recognise that they are part of a group or community.	- Understand that rules help keep people safe, fair and happy. - Develop skills for working as part of a group and supporting others. - Begin to understand their responsibilities towards shared spaces and resources. - Recognise that everyone has a valuable role within their family, school and wider community.	How can I help others and the environment? - Understand why rules are important and listen respectfully to others' ideas and opinions. - Recognise that people have different roles and jobs in their communities. - Understand why babies, young children and pets need care from others. - Understand that everyone has a responsibility to care for their school and local environment. - Understand that voting can be a fair way to make decisions that affect a group. - Express opinions and give reasons for their views.	How do people belong to a community and earn money? - Recognise different groups and communities that people belong to. - Recognise that people have different jobs and roles within communities. - Understand that people earn money in different ways. - Recognise and identify common coins and notes and understand that they have different values.	Develop understanding of communities, diversity, democracy, rights and responsibilities, and how money and the economy affect individuals and society.

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Health Protection	• Begin to develop simple handwashing routines. • Begin to understand that washing hands helps to keep them clean. • Know that adults can help them when they are unwell. • Begin to manage simple personal care tasks with support. • Begin to recognise when they need help and ask a safe adult.	• Know that washing hands helps to keep them clean and healthy. • Develop consistent handwashing routines at appropriate times. • Begin to understand that simple hygiene routines can help prevent illness. • Develop independence in managing personal care needs. • Recognise when they are unwell, hurt or need help and tell a safe adult. • Know that safe adults can help them to look after their physical health.	How can I protect myself and others in daily life? • Understand how good hygiene, including effective handwashing and cough/sneeze hygiene, can help prevent illness. • Recognise common signs of illness and injury and know when to tell a safe adult. • Understand simple ways to protect their health in different weather conditions, including sun and heat. • Know that doctors, nurses and dentists help people to stay healthy, and that medicines and vaccinations can help prevent or treat illness. • Recognise that some injuries and situations require immediate adult help and know how to seek help in an emergency. • Understand that first aid is immediate help for someone who is hurt or unwell and that children should seek adult help rather than try to treat injuries themselves.	Developed through other strands <i>Reinforce and apply knowledge of hygiene, healthy habits, illness, injury and seeking help through learning in My Healthy Self and Staying Safe.</i>	Develop greater understanding of preventing illness and injury, maintaining physical health, using medicines safely, first aid and responding appropriately to health emergencies.

Aspect	EYFS		KS1		Moving into KS2
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Growing Up	• Begin to develop independence in managing simple personal care tasks. • Recognise that adults can help with things they cannot yet do for themselves.	• Recognise that as they grow older, they become able to do more things for themselves. • Develop increasing independence in caring for themselves and their bodies.	<i>Developed through other strands</i> <i>Develop understanding of personal boundaries, independence and caring for their bodies through learning in Connecting with Others, My Healthy Self and Staying Safe.</i>	How can we look after and respect our bodies as we grow? • Understand that people grow and change from babies to adults and develop increasing independence as they grow. • Recognise that bodies are different and unique, and understand the importance of respecting others and not commenting unkindly on their bodies. • Understand that their body belongs to them and that some parts of the body are private. • Know the correct names for private body parts and understand the importance of respecting their own and others' privacy. • Recognise that touch should be welcome, appropriate and respectful, and know how to communicate personal boundaries. • Know how to seek help from a safe adult if something makes them feel uncomfortable, worried, unsafe or confused, including online.	Develop understanding of the physical and emotional changes associated with growing up and puberty, while developing greater independence in personal care, hygiene, body privacy, boundaries, consent and seeking appropriate support.

Aspect	EYFS		KS1		Moving into KS2
	Preschool	Reception	Year 1	Year 2	
Staying Safe	• Begin to understand and follow simple rules and boundaries that help keep them safe. • Begin to listen to adults and follow simple safety instructions. • Begin to recognise situations where they need to stay close to a safe adult. • Begin to understand that some rules help keep people safe.	Self-regulation: Listening and following instructions • Understand why rules are important for keeping people safe, fair and happy. • Know how to behave safely on the pavement and when crossing roads with an adult. • Begin to understand what it means to be a safe pedestrian. • Follow simple safety rules and instructions in school and other familiar environments.	How can I stay safe? • Recognise common dangers in the home and understand that some household items, medicines and substances can be harmful if used incorrectly. • Know not to touch, taste or use something if they do not know what it is or whether it is safe. • Follow simple safety rules in different settings, including staying safe near roads and when walking, cycling or scooting. • Know how to cross roads safely with an adult and recognise simple ways to reduce risks near roads. • Recognise when something feels unsafe or uncomfortable and know that it is never their fault if someone makes them feel unsafe. • Know safe adults who can help and how to ask for help, including how to seek emergency help when needed.	How can I make safe choices in different places? • Recognise potential dangers in different environments, including the home, roads and water, and understand how to reduce risks. • Apply simple safety rules when using or being near potentially dangerous objects, substances and medicines. • Recognise when something feels unsafe or uncomfortable and understand how to communicate personal boundaries and seek help. • Know that their body belongs to them and understand that private parts should be respected and protected. • Recognise warning signs that they may feel unsafe and know that it is never their fault if someone makes them feel uncomfortable or unsafe. • Know how to seek help from safe adults and emergency services when needed.	Develop greater independence in recognising and managing risks in different environments, understanding personal safety and boundaries, and knowing how to respond to unsafe situations and seek appropriate help.



Vocabulary Progression in PSHE

Key vocabulary is revisited and consolidated across year groups, with new vocabulary introduced progressively as pupils' knowledge and understanding develops. Repetition of key terms is intentional and supports secure understanding and confident use of vocabulary.

Aspect	EYFS		KS1		Moving into KS2
	Preschool	Reception	Year 1	Year 2	
My Healthy Self	angry, body, calm, care, exercise, feelings, happy, healthy, movement, relaxed, sad, safe, worried	angry, balanced, body, bones, calm, care, challenge, exercise, feelings, happy, healthy, heart, independent, mistake, movement, muscles, relaxed, safe, sad, strong, try, worried	anger, body clues, comfortable, disgust, emotions, face clues, fear, happiness, relax, sadness, safe, surprise, trust, safe adult, uncomfortable	active, calm, dentist, exercise, five-a-day, healthy, healthy habits, protect	Pupils apply and consolidate the key vocabulary developed across the PSHE curriculum, with increasing confidence in using appropriate language to discuss their health, relationships, safety, rights, responsibilities and experiences. Vocabulary is then extended through the curriculum in KS2 of their receiving school.
Connecting with Others	care, family, feelings, friend, happy, kind, listen, love, share, special, take turns	appreciated, care, celebrate, family, feelings, friend, friendship, happy, kind, listen, love, polite, relationship, share, special, support, team, teamwork, take turns, unique	calm, care, fair, family, friendly, kind, lonely, polite, safe, share, strengths, trust, safe adult, unfair	belong, bullying, calm, care, carer, fair, family, share, trust, safe adult	
The Online World	device, safe, screen, technology	device, safe, screen, technology, rules	balance, digital device, healthy, internet, online, polite, rule, safe, screen time, trusted adult	digital device, internet, online, private information, rule, safe, sharing online, trusted adult, uncomfortable	
Citizenship	community, help, rules, share, safe, take turns, team	community, fair, help, rules, responsibility, safe, share, team	care, need, rule	community, skills	
Health Protection	clean, help, healthy, ill, safe, wash, hands	clean, healthy, hygiene, ill, hurt, help, safe, wash, hands	999, dentist, doctor, emergency, first aid, germs, illness, injury, medicine, prevent, protect, serious, spread, unwell, urgent		
Growing Up	body, help, care, grow	body, care, grow, change		body, change, grow, nipples, penis, private parts, respect, scrotum, testicles, safe adult, vagina, vulva	
Staying Safe	listen, safe, friends, feelings, team	challenge, different, feelings, friends, honest, instructions, listen, safe, team, truth	999, body clues, comfortable, danger, emergency, harm, road safety, rule, safe, safe adult, uncomfortable, unsafe	999, body, body clues, danger, emergency, harm, healthy, nipples, penis, private parts, rule, safe, safe adult, scrotum, testicles, safe adult, uncomfortable, unsafe, vagina, vulva	