

**St. Hugh's Catholic Primary School
PSHE Progression Map**

Area of Learning and Development	Aspect	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months
Personal, Social and Emotional Development	Making Relationships	Plays alongside others	Interested in others' play and starting to join in	Can play in a group, extending and elaborating play ideas	Initiates conversations, attends to and takes account of what others say
		Uses familiar adult as a secure base from which to explore independently in new environments	Seeks out others to share experiences	Initiates play, offering cues to peers to join them	Explains own knowledge and understanding, and asks appropriate questions of others
		Plays co-operatively with a familiar adult	Shows affection and concern for people who are special to them	Keeps play going by responding to what others are saying or doing	Takes steps to resolve conflicts with other children
			May form a special friendship with another child	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults	

Early Learning Goal: 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.

Area of Learning and Development	Aspect	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months
Personal, Social and Emotional Development	Self-confidence and Self-awareness	Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed	Separates from main carer with support and encouragement from a familiar adult	Can select and use activities and resources with help	Confident to speak to others about own needs, wants, interests and opinions
		Gradually able to engage in pretend play with toys	Expresses own preferences and interests	Welcomes and values praise for what they have done	Can describe self in positive terms and talk about abilities
		Demonstrates sense of self as an individual		Enjoys responsibility of carrying out small tasks	
				Is more outgoing towards unfamiliar people and more confident in new social situations	
				Confident to talk to other children when playing, and will communicate freely about own home and community	
				Shows confidence in asking adults for help	

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Early Learning Goal: 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 want help.

Area of Learning and Development	Aspect	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months
Personal, Social and Emotional Development	Managing Feelings and Behaviour	<p>Is aware of others' feelings</p> <p>Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle</p> <p>Responds to a few appropriate boundaries, with encouragement and support</p> <p>Begins to learn that some things are theirs, some things are shared, and some things belong to other people</p>	<p>Seeks comfort from familiar adults when needed</p> <p>Can express their own feelings such as sad, happy, cross, scared, worried</p> <p>Responds to the feelings and wishes of others</p> <p>Aware that some actions can hurt or harm others</p> <p>Tries to help or give comfort when others are distressed</p> <p>Shows understanding and co-operates with some boundaries and routines</p> <p>Can inhibit own actions/behaviours</p> <p>Growing ability to distract self when upset</p>	<p>Aware of own feelings, and knows that some actions and words can hurt others' feelings</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine</p>	<p>Understands that own actions affect other people</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting</p> <p>Beginning to be able to negotiate and solve problems without aggression</p>

Early Learning Goal: 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.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing	<p>To begin to understand what constitutes a healthy lifestyle, including physical activity, rest, healthy eating and dental health</p> <p>To recognise what they like and dislike</p>	<p>To understand what constitutes, and how to maintain a healthy lifestyle, including physical activity, rest, healthy eating and dental health</p> <p>To make real, informed choices that improve</p>	<p>To begin to understand the concept of a 'balanced lifestyle'</p> <p>To develop the skills to make choices about food</p>	<p>To develop their understanding of a 'balances lifestyle' and make some informed choices (recognising that choices can have positive, neutral and negative consequences)</p>	<p>To understand what is meant by physical, mental and emotional health</p> <p>To know some ways of keeping themselves healthy physically, mentally and emotionally</p>	<p>To recognise their personal responsibility to self and others when managing risks</p> <p>To evaluate the level of risk in different situations by predicting possible consequences</p>

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	<p>To recognise that they have choices</p> <p>To think about themselves and learn from their experiences</p> <p>To know about good and not so good feelings</p> <p>To begin to know about change and loss and the associated feelings</p> <p>To understand the importance of personal hygiene and begin to know some ways of maintaining it</p> <p>To begin to understand how some diseases can be spread and can be controlled</p> <p>To begin to understand that household products, including medicines, can be harmful if not used properly</p> <p>To begin to understand some of the rules for, and ways to, keep themselves physically and emotionally safe</p> <p>To know who to go to if they are worried and how to attract their attention</p>	<p>their physical and emotional health</p> <p>To recognise that choices can have good and not so good consequences</p> <p>To recognise and celebrate their strengths</p> <p>To develop a simple strategy for managing feelings</p> <p>To develop their understanding of change and loss and the associated feelings</p> <p>To know and be able to talk about ways of maintaining personal hygiene</p> <p>To develop their understanding of how some diseases can be spread and can be controlled</p> <p>To recognise the responsibilities they have for their own health and that of others</p> <p>To develop simple skills to help prevent diseases spreading</p> <p>To develop their understanding that household products, including medicines, can be harmful if not used properly</p>	<p>To differentiate between the terms 'risk', 'danger' and 'hazard'</p> <p>To understand that bacteria and viruses can affect health</p> <p>To know that pressure to behave in unacceptable, unhealthy or risky ways can come from variety of sources</p> <p>To know some school rules about health and safety</p> <p>To know what constitutes an emergency</p> <p>To know some basic emergency aid procedures</p> <p>To recognise some of the risks associated with drugs in everyday life</p> <p>To describe and demonstrate some of the ways they and others can keep safe in different places and situations</p>	<p>To recognise opportunities and develop the skills to make choices about food, understanding what might influence their choices</p> <p>To understand the benefits of eating balanced diet</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly</p> <p>To recognise how increasing independence brings increased responsibility to keep themselves and others safe</p> <p>To know that following simple hygiene routines can reduce the spread of bacteria and viruses</p> <p>To know some ways of resisting negative pressure</p> <p>To demonstrate some emergency aid procedures</p> <p>To describe and demonstrate some of the ways they and others can keep safe in different places and situations</p>	<p>To begin to assess the level of risk in different situations</p> <p>To identify how risks can be reduced or managed in relation to keeping safe</p> <p>To understand how personal hygiene routines promote good health and wellbeing</p> <p>To explain the importance of good hygiene in the prevention of the spread of infection</p> <p>To demonstrate some emergency aid procedures</p> <p>To identify potential effects and risks related to different drugs, including medicines</p> <p>To understand that they have a right to protect their body from unwanted or inappropriate contact</p> <p>To understand that acts such as FGM constitute abuse and are a crime</p> <p>To know how to get support if they have fears for themselves or their peers</p> <p>To understand how altered images in the media can change their</p>	<p>To identify the range of ways infections can be spread</p> <p>To know how people can protect themselves and others from passing on bacteria and viruses</p> <p>To describe and demonstrate strategies that can help to resist influences (including peer pressure) to behave in an inappropriate, unsafe or negative way</p> <p>To develop an understanding of which, why and how commonly available substances and drugs (including alcohol, tobacco, energy drinks) can damage their immediate and future health and safety</p> <p>To know that some drugs are restricted and some are illegal to own, use and give to others</p> <p>To identify the potential wider impact of drug misuse on families and communities</p> <p>To demonstrate language, strategies and skills needed to deal with challenging situations and recognise when to get help or support</p>
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		<p>To develop their understanding of the rules for, and ways to, keep themselves physically and emotionally safe</p> <p>To know who to go to if they are worried and how to attract their attention</p> <p>To recognise that they have a shared responsibility for keeping themselves and others safe</p>		<p>To describe how commonly available substances and drugs can change the way people feel and affect their behaviour</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p>	<p>view of a place, person, group of people or themselves</p>	<p>To understand responsible use of mobile phones including safe keeping and safe user habits</p>
<p>Relationships and Sex education</p>	<p>To understand that they are growing and developing as members of their own and God's family</p> <p>To develop an appreciation and understanding of:</p> <ul style="list-style-type: none"> • Who is in their family • The happy/ sad moments in their family • Why they need to grow up in families • What might it be like without a family 	<p>To understand that they are growing and developing in a God-given community</p> <p>To develop an appreciation and understanding of:</p> <ul style="list-style-type: none"> • Belonging to a community • What communities they belong to • How they belong to these communities • How belonging to a community is important • How they can feel alone even if they belong to a community • The advantages/ disadvantages of being on their own 	<p>To understand the virtues essential to friendship</p> <p>To experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness</p> <p>To develop an appreciation and understanding of:</p> <ul style="list-style-type: none"> • Who takes care of them • How to look after themselves • How they are changing • How they can help others to make and keep friends • How to keep themselves safe • How to take care of others • How they might feel when a friend is not there for them 	<p>To understand that they are all different; celebrate these differences as they appreciate that God's love accepts us as we are and as we change</p> <p>To develop an appreciation and understanding of:</p> <ul style="list-style-type: none"> • The differences between boys and girls/men and women • How a baby develops in the womb • How to accept and celebrate who they are • How to accept difference in others • How to deal with conflict • How to appreciate their own gifts, talents and achievements 	<p>To become aware of the physical and emotional changes that accompany puberty</p> <p>To develop an appreciation and understanding of: How they can be more sensitive to their own emotional development and other people's?</p>	<p>To develop an age-appropriate understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God</p> <p>To develop an appreciation and understanding of:</p> <ul style="list-style-type: none"> • How human life is conceived • Ways in which a relationship can be happy /unhappy • The different degrees of friendship that can exist; the behaviour that is appropriate in the different degrees of friendship

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			<ul style="list-style-type: none"> • How their friends might feel when they are not there for them • What personal space is and why is it important 	<p>that make them unique</p> <ul style="list-style-type: none"> • How to appreciate others and the gifts they have been given • How to deal with natural negative emotions 		
Living in the Wider World	<p>To know how they can contribute to the life of the classroom and school</p> <p>To understand that they have rights</p> <p>To know what can harm and improve the environment</p> <p>To know that money comes from different sources and can be used for different purposes</p>	<p>To understand how rules help make a safe place and what can happen if rules are not followed</p> <p>To understand that they and other living things have rights and that everyone has responsibilities to protect those rights</p> <p>To develop strategies and skills needed to care for the local, natural and built environments</p> <p>To show an understanding of saving and spending</p> <p>To understand that people make choices about saving/spending money; understand what can influence those choices</p>	<p>To understand the concepts of human rights and recognise that they are there to protect everyone</p> <p>To understand what is meant by anti-social behaviour</p> <p>To know what being part of a community means</p> <p>To understand the role money plays in their own and others' lives</p> <p>To recognise the term 'interest' in relation to money</p>	<p>To understand the relationship between rights and responsibilities</p> <p>To understand the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities</p> <p>To recognise that the UK is made up of people from different religious and ethnic identities</p> <p>To learn some strategies for managing money and being a critical consumer</p> <p>To understand the term 'interest' in relation to money</p>	<p>To explain what is meant by the UN Conventions on the Rights of the Child</p> <p>To understand that universal rights are there to protect everyone and have primacy over national law and family/community practices</p> <p>To know that there are some cultural practices which are against British law and universal rights</p> <p>To develop strategies for getting support for themselves or others at risk of anti-social behaviour</p> <p>To understand the benefits of living in a diverse society</p> <p>To develop an initial understanding of the concept of 'loan', 'debt' and 'tax'</p>	<p>To know that there are some cultural practices which are against British law and universal rights</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK</p> <p>To consider the lives of people living in other places, and people with different values and customs</p> <p>To understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>To know what is meant by enterprise and begin to develop enterprise skills</p>