

Health and well-being

LSPA - PSHE/RHSE Progression Map								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mental wellbeing	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Identify own feelings & those of others, basic strategies for managing feelings Express likes & dislikes	Build language to talk about feelings & how to manage strong feelings Choose activities that change their mood	Recognise skills and talents in self and others Show appreciation, respect & kindness towards others	Recognise & respond to emotions, considering the circumstances in which they occur Recognise own behaviour traits and develop techniques to control emotions	Identify positive & negative emotions, understanding that they might occur for no reason Understand that we do not all express our emotions in the same way Offer appropriate responses to their own moods & the moods of others	Demonstrate self-control & restraint in emotional situations, even when others are not Resolve conflicts with peers effectively Develop & express their own sense of identity Recognise that mental wellbeing can vary, as can physical wellbeing	Identify possible causes of negative emotions Research a mental health condition Identify techniques to support mental wellbeing, including relaxation Identify links between physical & mental wellbeing
Physical health	Be increasingly independent in meeting their own care needs • brushing teeth • using the toilet • washing & drying hands Develop movement, balancing, riding and ball skills.	Manage own needs & hygiene. Know some factors that support health & wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian Develop overall (skills) needed to engage successfully with future PE sessions	Understand how disease can be spread & ways to protect self and others from diseases Explain the importance of features of a healthy lifestyle Give reasons why we might not be healthy all the time (illness, injury)	Explain ways germs can be harboured / transmitted & methods to prevent illness & tooth decay Identify components of a balanced diet	Explain the positive effects of an active lifestyle & healthy diet Make informed choices Balance choices that are 'good for them' and that they enjoy	More sophisticated knowledge of personal hygiene Plan & implement ways to include nutrition and exercise into their own lives	Analysing social media posts (body image) & discussing their positive & negative impacts on physical & mental health Research specific terms linked to health & dental hygiene	Define what is a drug Identify types of drugs & their effect on our bodies Know where to find accurate health information, how to check reliability

Growth & change	Care for growing plants. Und key features of the life cycle of a plant and an animal, including themselves	Identify & celebrate similarities and differences between us	Begin to understand how healthy lifestyle choices can positively impact growth (exercise, dental care, diet)	Explain the benefits of nutrients in food for healthy growth	Explain the benefits of enough sleep	Understand some of the changes that take place approaching puberty Recognise how the female body can be affected by menstruation	Understand physical & emotional changes that take place approaching puberty Know how puberty affects male & female bodies	Identify male & female sexual organs* Understand how sexual intercourse can lead to reproduction* *Parents have the right to withdraw their child from sex ed and must be consulted in advance.
Keeping safe	Name and describe people who are familiar to them.	Identify ways to keep safe <ul style="list-style-type: none"> • on trips (theatre, farm, church) • at shops with family, friends • when crossing the road • if lost (discuss trusted adults, strangers) Begin to understand 'privacy', private & public places & activities	Name parts of the body, including private parts	Identify common dangers that they may encounter <ul style="list-style-type: none"> • Chemicals and medicines • Roads and cars • Riding bicycles and scooters • Environmental • Railways Water • Fires What to do in an emergency situation <ul style="list-style-type: none"> • Telling adults • Calling emergency services Understand that other people need permission before they can touch us & that some parts of our bodies are more private than others	Predict, assess and manage risk in situations involving strangers Respond safely & appropriately to adults they may encounter whom they do not know	Recognise that there are reputable websites offering help & advice ... <ul style="list-style-type: none"> • self esteem (Young Minds) ... and some displaying 'fake news' / unreliable advice • fake news coronavirus advice for example 	Understand & adhere to poolside safety rules Begin to float & swim Understand ways to keep safe in water (self-rescue)	Float & swim in a range of ways Understand and apply ways to keep safe in water (self-rescue) Identify common hazards Understand how to react in emergency situations Define 'first aid' Know how to administer basic techniques for dealing with common injuries (calling for help, head injuries, bites & stings, asthma, bleeding, choking, basic life support)

Relationships	Family	<p>Talk about members of their immediate family and community</p> <p>Begin to make sense of their own life-story and family's history</p>	<p>See themselves as valuable individuals</p> <p>Identify special people in their lives, what makes them special and how they care for one another.</p>	<p>Understand families are a special group of people, which can change over time.</p> <p>Understand the important connectedness of family.</p>	<p>Understand:</p> <ul style="list-style-type: none"> - how changes and events can influence our feelings - that families are highly varied - that children and adults both have responsibilities to each other - that we should feel loved, cared for and safe in our homes - that secrets and surprises are different <p>Know how to report concerns</p>	<p>Understand</p> <ul style="list-style-type: none"> - family changes, additions and losses (new baby, step - family, separation, divorce, illness, death) - that such events are not the fault of the child - there is no one set family structure <p>Appreciate that any type of family can provide love and support</p>	<p>Appreciate people's differing abilities, challenges & differences</p> <p>Identify types of discrimination</p> <p>Begin to challenge stereotypes</p> <p>Compare different wedding ceremonies, understanding that marriage and civil partnerships are a legal declaration of commitment made by two adults who love & care for each other</p>	<p>Identify positive features that should be present in a family</p> <p>Review disagreeing respectfully, secrets & surprises - when to break confidentiality, ways to deal with unwanted touch</p> <p>Understand the concept of consent</p> <p>Knowing who to approach for help if homelife is worrying them</p> <p>A broader knowledge of the diversity of different families (multi-generational households, young carers, for example)</p>	Ongoing consolidation
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<p>Friends</p>	<p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas</p>	<p>Build constructive and respectful relationships. Think about others' perspectives.</p>	<p>Identify differences between close friends, friends, acquaintances & strangers.</p> <p>Identify qualities of friendship</p> <p>Identify & manage controlling behaviour</p> <p>Express ways to resolve differences kindly & with respect.</p> <p>Show empathy to hurtful behaviour</p> <p>Identify different types of bullying behaviour</p>	<p>Discuss different types of bullying & express their opinions about them</p> <p>Show empathy to others (victims and perpetrators) & understand why bullying is so hurtful</p> <p>Recall strategies for managing bullying behaviour</p>	<p>Explain some rights & responsibilities within friendships</p> <p>Acknowledge importance of empathy</p> <p>Understand our actions impact others</p> <p>Reflect on ways to maintain healthy friendships</p>	<p>Understand that - friendships come with a mixture of positive & negative emotions</p> <p>- that friendships are not always perfect</p> <p>- that it is normal to disagree with your friends</p> <p>Develop techniques to deal with conflict within friendships</p> <p>Recognise when a relationship is unhealthy & when support is required</p>	<p>Show empathy to those who are excluded & possible inclusion strategies</p> <p>Identify issues around control, consent, coercion, peer pressure within friendships</p> <p>Strategies for keeping friendships healthy</p> <p>Identifying pressures within friendships, considering potential consequences & responding to pressures accordingly</p>	<p>Identify reasons why some children bully</p> <p>Strategies to avoid conflict and reconcile differences</p> <p>Define what is a stereotype and link this to discrimination</p> <p>Identify the importance of challenging stereotypes</p> <p>Celebrate individuality & identity, looking beyond appearance</p> <p>Know correct terms to describe gender & sexuality (some may have arisen in previous year groups)</p>
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Living in the Wider World

<p>Communities</p>	<p>Develop sense of responsibility & membership of community.</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Know there are different countries, talk about differences they have experienced / seen in photos.</p>	<p>Develop the skills they need to manage the school day successfully</p> <ul style="list-style-type: none"> • rules • routines • expectations • manners <p>Engage in non-fiction books to learn more about the wider world</p> <ul style="list-style-type: none"> • atlases • local maps • celebrations • faiths <p>Recognise some environments that differ from the one in which they live.</p>	<p>Year 1 focus: Online community</p> <p>Screen time - consider what might constitute (un) healthy amounts of screen time and possible consequences.</p> <p>Know ways to balance & manage time online / offline.</p>	<p>Understand the purpose of rules in school community</p> <p>Identify communities beyond school</p> <p>Understand their rights & responsibilities within their different communities</p> <p>Accept & appreciate different communities with respect & kindness</p>	<p>Understand what is meant by the 'rule of law'</p> <p>Appreciate the need for laws (locally, globally)</p> <p>Appreciate not all people experience the same quality of life</p> <p>Understand the shared responsibility to help others (locally, globally)</p>	<p>Recognise their responsibility and power as citizens to create positive change in the wider community</p> <p>Recognise that people you live with are not always part of your 'birth family' - adoption, foster care</p> <p>Recognise & show empathy for those seeking a sense of belonging (new starters at school, refugees, for example)</p>	<p>Identify what constitutes a good citizen</p> <p>Identify ways a community can be adjusted to enhance inclusion & reduce discrimination</p> <p>Recognise that contributions, big or small, by citizens can have enormous impact on the wider community</p>	<p>Know the protected characteristics (Equality Act 2010)</p> <p>Recognise - impacts of bias, discrimination & stereotypes</p> <p>- how the history of prejudice impacts people</p> <p>- ways to deal with prejudice</p> <p>Understand possible reasons for migration</p> <p>Know definitions of refugee, asylum seeker & immigrant</p> <p>Dissect & debate the diversity & culture of Britain</p>
<p>Online Safety</p>	<p>Ask a grown up before using an internet-enabled device. Use the device with an adult present.</p>	<p>Ask a grown up if they can go online. Tell a trusted adult if unsure about what they see /about what to do.</p>	<p>Define personal information & why it must not be shared online</p> <p>Understand ways to keep personal information private online</p> <p>Know who to ask for help when personal information is requested online</p>	<p>Understand passwords & logins help to keep personal information safe</p> <p>Understand that online apps have age restrictions</p>	<p>Understand that not everyone online is truthful about their identity</p> <p>Explain guidelines for acceptable behaviour in online friendships</p> <p>Demonstrate a more sophisticated understanding of personal information</p> <p>Understand that websites store information</p>	<p>Begin to analyse digital content for credibility</p> <p>Understand that there are ways to check information is factual</p> <p>Consider why false information might be shared online</p>	<p>Awareness of: - control we have online, consequences of putting personal info online (physical & emotional damage, - danger (meeting strangers online), - identity theft, buying/selling of your personal information, targeted advertising)</p> <p>Analyse digital content - clickbait</p>	<p>Understand that bias can mislead readers, and that there are multiple perspectives to many stories</p> <p>Awareness to balance our views and tolerate disagreement</p> <p>Understand how social media can limit the number of opposing views that we encounter</p>

Money & work	Role play - exploring money & jobs- (emergency services, office...)	Role play exploring money & jobs - shoe shop, cafe, supermarket, ways to pay. Identify coins & notes through play	Know different forms that money comes in, where money comes from & ways to keep it safe	Explain spending choices & understand the importance of keeping track of spending. Identify the difference between wants & needs.	Explain why people go to work, choices of ways to pay. Identify some risks associated with money and some consequences of borrowing money.	Explain - how decisions to spend money can impact others and the environment. - how adverts can influence our spending. - ways to track spending and why	Poverty, inequality, privilege - access to money & jobs can vary Strategies for easing financial difficulties	Ways retailers might try to influence spending Know why budgeting can be helpful & how to create / manage a budget
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