

## **Aston-on-Trent Primary PHSE School Progression Map**



Drug Education						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explain the		Identifying different		Recognising that habits		Recognising that
reasons for rules,		ways to keep healthy.		can have both positive/		habits can have
know right from		Demonstrating simple		negative effects on a		both positive and
vrong and try to		hygiene routines that		healthy lifestyle.		negative effects or
ehave		can stop germs from		Understanding how		a healthy lifestyle.
ccordingly.		spreading.		medicines, when used		Respond in an
		Understanding how		responsibly, contribute to		emergency
		medicines can help		health. Identifying how to		situation.
		people to stay healthy.		predict, assess and manage risk. Understanding what		Exploring the risks/effects of lega
		Naming different feelings.	hazards may cause harm or risk and what they can		drugs common to everyday life. Recognising that	
		Talking about rules		do to reduce risks/keep		there are laws
		and age restrictions safe. Understanding the importance of taking Understanding that medicines correctly and	importance of taking medicines correctly and		surrounding the u of legal drugs. Exploring why	
		household products (including medicines) can be harmful if not		using household products safely. Identifying strategies for keeping safe.		people choose to use or not use drugs.
		Talking about the people whose job it is to help keep us safe.	people whose job it is		How to respond and react in an emergency situation.	

Understanding that	Learning about the risks	people they can talk
things that people put	and effects of legal drugs	to if they have
into their body or on	common to everyday life	concerns.
their skin can affect		Identifying
how people feel.		strategies to
		manage peer
		influence and the
		desire for peer
		approval
		' '

	Being Healthy						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding	H1. Identifying different ways to keep healthy. H2. Recognising foods that support good health; the risks of eating too much sugar. H3. Exploring how physical activity helps us to stay healthy. H4. Recognising why sleep is important and different ways to rest and relax. H5. Demonstrating simple hygiene routines that can stop germs from spreading. H7. Exploring what good dental care is; identifying food and drink that supports dental health. H8. Describing different ways of keeping safe in the		H1. Identifying what affects their physical/mental health. H2. Understanding what a balanced, healthy lifestyle means. H3. Understanding what might influence our choices. H4. Recognising that habits can have both positive/negative effects on a healthy lifestyle. H6. Explaining what constitutes a healthy diet. H7. Recognising opportunities to be physically active. H8. Understanding routines that support good quality sleep.		H2. Understanding what a balanced, healthy lifestyle means. H3. Identifying what influences our choices to have a balanced lifestyle.  H4. Recognising that habits can have both positive/negative effects on a healthy lifestyle. H5. Recognising early signs of physical illness. H6. Exploring a balanced/unbalanced diet and the effects.  H7. Recognising risks associated with an inactive lifestyle.  H8. Identifying routines that support good quality sleep; the effects of lack of sleep. H9. Understand the importance of		

sun to reduce skin	H9. Identifying	personal hygiene and
damage.	hygiene routines that	how to maintain it.
H9. Recognising the	can limit the spread	now to maintain it.
importance of	of infection. H11.	H11. Identifying good
knowing when to		oral hygiene; the
take a break	Talking about how to	impact of lifestyle
online/offline.	maintain good mouth	choices on dental
,	hygiene.	care.
	H12. Understanding	
	the benefits/risks of	H12. Identifying how
	sun exposure.	to keep safe from sun
	suil exposure.	damage and reduce
	H13. Identify	the risk of skin cancer.
	strategies for	
	managing/balancing	H13. Identifying
	time online/offline	strategies for
		managing time online.
		H14. Identifying how
		to seek support if they
		are worried about
		their health.
		H16. Identify
		strategies and
		behaviours that
		support mental health

Being Me						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Show an		L4. Recognising the .		L6. Identifying the		L6. Identifying the
understanding of		different groups they		different groups that make		different groups
their own feelings		belong to.		up their community.		that make up their
and those of		114 14 00 4 6 1 00 4 6 0 4		17 Idoutifiina the		community.
others and begin		L14. Identifying that		L7. Identifying the		17 December of the
to regulate their		everyone has different		different contributions		L7. Describing the
behaviour		strengths. R23.		that people/groups make		different
accordingly.		Recognising the ways		to the community. L8.		contributions that
		in which they are the		Explore diversity: what it		people/groups
		same and different to		means; the benefits of		make to the
		others.		living in a diverse		community. L8.
		H21. Recognising what		community. L10.		Discussing diversity:
		makes them special.		Recognising		what it means; the
		·		behaviours/actions which		benefits of living in
		H22. Identifying the		discriminate against		a diverse
		ways in which we are		others.		community; and
		all unique.		L25. Recognising positive		how we value
		H23. Identifying what		things about		diversity within our
		they like and dislike		themselves/achievements.		communities.
		they like and distinct		chemiser es, dome vements.		L10. Recognising
				H25. Identifying what		behaviours/actions
				contributes to who we		which discriminate
				are.		against others and
				D20 Recognising that our		ways of responding
				R30. Recognising that our own behaviour can affect		to it if witnessed/
						experienced.
				other people.		experienceu.
						R30. Recognising
						that our own

R32. Recognising the	behaviour can
differences and similarities	affect other people
between people.	
	R33. Listening to
R33. Listening to and	and responding
responding respectfully to	respectfully to a
a wide range of people	wide range of
	people

			Bullying Matters			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Work and play	R8. Recognising		R13. Recognising the		R13. Recognising the	
	d simple strategies to		importance of		importance of seeking	
take turns with	resolve arguments		seeking support if		support if feeling	
others.	between friends		feeling lonely or		lonely or excluded.	
	positively.		excluded.		D47 14 115 111	
	DO December 1		R17. Identifying		R17. Identifying	
	R9. Recognising how		positive strategies		positive strategies that	
	to ask for help if a		that may help to		may help to resolve	
	friendship is making		resolve disputes in		disputes in	
	them feel unhappy.		friendships.		friendships.	
	R10. Recognising that		R18. Recognising if a		R18. Recognising if a	
	bodies/feelings can		friendship (online or		friendship (online or	
	be hurt by words and		offline) is making		offline) is making	
	actions.		them feel unsafe or		them feel unsafe or	
	R11. Identifying how		uncomfortable.		uncomfortable.	
	people may feel if		unconnortable.		dicomortable.	
	they experience		R19. Recognising the		R19. Recognising the	
	hurtful behaviour or		impact of bullying		impact of bullying and	
	bullying.		and the		the consequences of	
	bullying.		consequences of		hurtful behaviour.	
	R12. Understanding		hurtful behaviour.		R20. Suggesting	
be ac Ex	that hurtful		R20. Suggesting		strategies to respond	
	behaviour is not		strategies to respond		to hurtful behaviour.	
	acceptable. R12.		to hurtful behaviour.		R21. Discussing what	
	Explaining how to		R21. Discussing what		discrimination means	
	report bullying and		discrimination means		and how to challenge	
	the importance of		and how to challenge		it.	
	telling a trusted		it.			
	adult. R20.					

Identifying what to	R30. Recognising that	R25. Ide	entifying
do if they feel	our own behaviour	strategi	es to respond
worried.	can affect other		anted touch.
	people.		cognising that
R21. Identifying what			n behaviour
is kind and unkind			ect other
behaviour.		people	
R22. Recognising how			
to treat themselves			
and others with			
respect. R24. Playing,			
listening and working			
cooperatively			

Being Safe						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Give focused		Talking about rules .		Identifying strategies for		Identifying how to
attention to what		and age restrictions		balancing time		predict, assess and
the teacher says,		that keep us safe.		online/offline.		manage risk in
responding		Recognising risk and		Library Co.		different situations.
appropriately		what action to take to		Identifying reasons for		Understanding
even when		minimise harm.		following age regulations		what hazards may
engaged in		Describing how to		and restrictions.		cause harm, injury
activity, and show		keep safe at home.		Identifying how to predict,		or risk in the home
an ability to		Describing ways to		assess and manage risk in		and what they can
follow		keep safe in familiar/		different situations.		do reduce risks and
instructions		unfamiliar		Understanding what they		keep safe.
involving several		environments.		can do reduce risks and		
ideas or actions.		Talking about the		keep safe. Identifying strategies for keeping safe		Identifying strategies for
Personal, Social and Emotional		people whose job it is to help keep us safe		in the local environment.		keeping safe in the local environment
Development ELG: Managing		Explaining basic rules		Identifying strategies for		or unfamiliar places. Identifying
Self • Manage		to keep safe online. Understanding what to		keeping safe online. Demonstrating basic		strategies for
their own basic hygiene and		do if there is an		techniques for dealing		keeping safe online. Demonstrating
personal needs,		accident and someone		with common injuries.		basic techniques for
including		is hurt.		Understanding how to		dealing with
dressing, going to		Demonstrating how to		respond in an emergency		common injuries.
the toilet, and		get help in an		situation. Understanding		Demonstrating how
understanding		emergency.		privacy and personal		to respond/react in
the importance of				boundaries. Recognising		an emergency
healthy food				acceptable/ unacceptable		situation. R23.
choices				physical contact.		Recognising on -line risks, harmful

Talking about the role	Understanding about	content/ behaviours
of the internet in	seeking and giving	and how to report
everyday life.	permission. Recognising	concerns. Can
everyddy me.	pressure from others.	recognise pressure
Identifying that not all	Recognising ways in which	from others.
information online is	the internet and social	Recognising ways in
true.	media can be used both	which technology
	positively/ negatively.	can be used
Responding safely to	, , ,	positively and
people online/offline		negativity and
		identifying ways to
		stay safe
		,

			Difference and Divers	sity		
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	L6. Recognising ways					Identifying
	they are the same as,					strategies to
	and different to,		R31. Recognising the			respond to hurtful
	other people.		importance of self -			behaviours.
	Ida Ida III in Iba		respect and how to			DOM: December 1
	L14. Identifying that		respect others.			R21. Describing
	everyone has		D22 Desperting and			what discrimination
	different strengths.		R32. Respecting and			means and how to
	L17. Discussing the		recognising the			challenge it.
	strengths/interests		differences and			R31. Describing
	someone might need		similarities between			how to respect
	to do different jobs.		people.			others. R34.
	R2. Identifying the		R34. Debating topical			Debating topical
	people who love and		issues, respecting			issues with respect
	care for us.		other people's points			issues with respect
	D2 Possagnising that		of			L4. Identifying the
	R3. Recognising that there are different		view/constructively			importance of
			challenging those			having compassion
	types of families.		they disagree with.			towards others.
	R4. Identifying		L9. Understanding			
	common features of		and challenging			L8. Discussing
	family life.					diversity: what it
			stereotypes.			means; the benefit
	R22. Recognising how		L10. Recognising			of living in a diverse
	to treat themselves		behaviours/actions			community.
	and others with		which discriminate			L10. Understanding
	respect. R23.		against others.			prejudice.
	Recognising the ways					prejudice.
	in which they are the					

same/different to	H25. Identifying what	L12. Exploring how
others.	contributes to who	to make safe,
U21 Pagagnising	we are.	reliable choices
H21. Recognising what makes them special.  H22. Celebrating the ways in which we are all unique.	we are. H27. Recognising their individuality and personal qualities.	

Exploring Emotions								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
show an	H11. Naming				H18. Identifying the			
understanding of	different feelings.		H15. Recognising the		everyday things that			
heir own feelings	H12. Explaining how		importance of taking		affect feelings and the			
and those of	to recognise different		care of mental		importance of			
others and begin	feelings.		health.		expressing how we			
o regulate their behaviour	1112 Dogganising that		H16. Identifying		feel.			
enaviour accordingly	H13. Recognising that		strategies and		1110 Heima a vanie d			
accordingly	feelings can affect		behaviours that		H19. Using a varied			
	the way we think, feel and behave.		support mental		vocabulary when			
	reer and behave.		health.		talking about feelings and how we can			
	H14. Talking about		ileaitii.					
	how to recognise		H17. Recognising		express feelings in different ways.			
	what others might be		feelings can change		different ways.			
	feeling.		over time and range		H20. Identifying			
	MAT. De se suicine de se		in intensity.		strategies that they			
	H15. Recognising that		U10 Identifying the		could use to respond			
	not everyone feels		H18. Identifying the		to feelings.			
	the same about the		everyday things that affect feelings and		U24 Pagagaiging			
	same things. H16.		the importance of		H21. Recognising			
	Naming a range of		expressing how we		when someone may			
	words to describe		feel.		be struggling with their mental health			
	feelings.		leei.					
	H17. Talking about		H19. Using a varied		and understand how			
	things that help		vocabulary when		to seek support for themselves and			
	people's		talking about feelings					
	mental/physical		and how we can		others.			
	health.		express feelings in		H22. Recognising that			
			different ways.		anyone can			

H18. Identifying ways	H20. Identifying	experience mental ill
to manage big	strategies that they	health.
feelings.	could use to respond	UDA Ideal'S to
	to feelings.	H24. Identifying
H19. Recognising		strategies for dealing
when they need help and understand how	, 0	with emotions,
to ask for help.	to seek support io.	challenges and
to ask for flerp.	themselves and	change.
	others.	H29. Identifying how
	H24. Identifying	to reframe unhelpful
	strategies for dealing	thinking
	with emotions.	

			Changes			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		H13. Recognising that .		H17. Recognising that		H17. Recognising
Children at the		feelings can affect the		feelings can change over		that feelings can
expected level of		way we think, feel and		time, and range in		change over time,
development (at		behave.		intensity.		and range in
the end of their						intensity.
reception year)		H16. Recognising ways		H18. Identifying the		,
will: Be confident		of sharing feelings.		everyday things that affect		H18. Identifying the
to try new		H18. Identifying ways		feelings, and the		everyday things
activities and		, - ,		importance of expressing		that affect feelings,
show		to manage big feelings.		how we feel.		and the importance
independence,		H19. Recognising		140 113		of expressing how
resilience, and		when we need help		H19. Using a varied		we feel.
perseverance in		and understand how		vocabulary when talking		
the face of		to ask for help.		about feelings.		H19. Using a varied
challenge.		·		H21. Recognising the signs		vocabulary when
Understanding the World ELG:		H20. Identifying		when someone may be		talking about
The Natural		feelings associated		struggling and understand		feelings.
World •		with change/loss. H24.		how to seek support.		H21. Recognising
Understand some		Exploring how to		now to seek support.		
important		manage when we find		H23. Discussing change		the signs when
processes and		things difficult. H26.		and loss, and how these		someone may be
changes in the		Explaining how		can affect feelings,		struggling and how
natural world		people's needs change		thoughts and behaviours.		to seek support.
around them,		as they grow from				H23. Discussing
including the		young to old. H27.		H24. Identifying strategies		change and loss,
seasons and		Explaining positive		for dealing with emotions,		and how these can
changing states of		ways of preparing to		challenges and change.		affect feelings,
matter		move to a new		luge 11 vie v		anect reenings,
		class/year group		H36. Identifying strategies		
I				to manage transitions		

between classes and key	thoughts and
stages.	behaviours.
	H24. Identifying
	strategies for
	dealing with
	emotions,
	challenges and
	change.
	H36. Identifying
	strategies to
	manage transitions
	between classes
	and key stages.

			Money Matt	ers		
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Set and work		L10. Understanding		L17. Understanding the		L21. Understanding
towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Understanding the World ELG: Past and Present • Talk about the lives of the people around them and their		what money is.  L11. Recognising that people make different choices about how to save/spend money.  L12. Recognising the difference between needs and wants. L13. Understanding how money can be looked after.  L14. Identifying that everyone has different		different ways to pay for things.  L18. Identifying that people's attitudes towards saving/spending is different.  L19. Recognising that people's spending decisions can affect others and the environment. L20. Recognising that people make spending decisions based on needs and		different ways to keep track of money. L22. Understanding the risks associated with money and ways of keeping money safe. L23. Identifying the risks involved in gambling activities. L24. Identifying the ways that money
roles in society.		strengths. L15. Understanding that jobs help people to earn money to pay for things. L16. Identifying different jobs that people do. L17. Identifying the strengths/interests someone might need to do different jobs.		wants.  L21. Recognising different ways of keeping track of money.  L24. Identifying the ways that money can impact on people's feelings.  L30. Identifying some of the skills that may help them in their future careers.		can impact on people's emotions.  L25. Recognising positive things about themselves and can set goals  L27. Exploring what is meant by stereotypes.  L28/29. Recognising that there are many factors which may

			influence a person's job or career choice. L30. Recognising some of the skills that will help them in their future careers. L31. Identifying the kind of job that they might like to do when they are older.
			of the skills that will help them in their
			of job that they
			older.
			L32. Recognising a variety of routes into careers

		Growing Up			
EYFS Y	ear 1 Year 2	Year 3	Year 4	Year 5	Year 6
Be confident to	H5. Identifying simple		H9. Understanding that		Identify the
try new activities	hygiene routines that		everyday hygiene routines		external genitalia
and show	can stop germs from		can limit the spread of		and internal
independence,	spreading.		infection. H25. Identifying		reproductive organs
resilience, and	H20. Identifying		what contributes to who		and how the
perseverance in the face of	feelings associated		we are.		process of puberty
challenge	with change/loss.		H27. Recognising their		relates to human
chancinge	with thange/ioss.		individuality and personal		reproduction. H31.
	H21. Recognising what		qualities.		Identifying the
	makes them special.		quanties.		physical and
	H22. Talking about the		H28. Identifying personal		emotional changes
	ways in which we are		strengths, skills,		that happen when
	all unique.		achievements and		approaching/
	H 25. Naming the main		interests.		during puberty.
	parts of the body		H30. Identifying the		H32. Identifying the
	including external		external genitalia and		importance of
	genitalia.		internal reproductive		keeping clean and
	U26 Evalaining how		organs and how the		hygiene. H33.
	H26. Explaining how people's needs change		process of puberty relates		Understanding the
	as they grow from		to human reproduction.		human life cycle.
	young to old.		H31. Identifying the		H34. Identifying
	young to old.		physical and emotional		where to get
	R13. Recognising and		changes that happen		advice.
	understanding the		when approaching/during		davice.
	importance of		puberty.		H35. Recognising
	respecting privacy.		publicy.		the responsibilities
					growing up brings.

R16. Id	entifying how	H32. Identifying the	R2. Recognising tha
	ond if physical	importance of keeping	people may be
1	t makes them	clean and how to maintain	attracted to
feel		personal hygiene.	someone
uncom R17. Ut that th situatic should permis R18. Re import keeping secrets Identify if they unsafe, themse R23. Re ways ir	ecognising the ance of not g adults' . R20. ying what to do feel /worried for elves or others. ecognising the a which they are ne/different to	personal hygiene.  H33. Understanding the human life cycle.  R22. Understanding privacy and personal boundaries.  R26. Recognising what seeking and giving permission (consent) means.  R29. Explaining where to get advice or report concerns if worried.  L9: Learning about stereotypes.	someone emotionally, romantically and sexually.  R26. Recognising what seeking and giving permission (consent) means.  R29. Explaining where to get advice or report concerns if worried. L11. Recognising ways in which social media can be used positively and negatively including how images can be manipulated.

			Relationships			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Form positive	R1. Recognising the		R1. Recognising that		R3. Understanding	
attachments to	roles different people		there are different		what marriage and	
adults and	play in their lives.		types of		civil partnership	
friendships with peers	R5. Understanding		relationships.		means.	
	that it is important to		R6. Recognising the		R5. Recognising	
	tell someone if		different ways people		different types of	
	something about		care for each other.		loving, caring and	
	their family makes		R7. Recognising and		committed	
	them unhappy or		respecting that there		relationships.	
wor	worried.  R6. Understanding		are different family structures.		R6. Identifying the difference between	
	how people make		R8. Recognising the		healthy/ unhealthy	
	friends and explain		characteristics of		relationships.	
	what makes a good		healthy family life.		R7.Recognising and	
	friendship.		R10. Identifying the		respecting that there	
	R7. Recognising when		strategies to build positive friendships		are different family structures.	
	they or someone else feels lonely and what to do that may help.		and how friendship can support wellbeing.		R8 .Recognising the characteristics of healthy family life.	
	R19. Explaining basic techniques for resisting pressure to do something they don't want to do.		R11. Identifying what constitutes a positive healthy friendship. R14. Comparing the difference between		R9 .Recognising how to seek advice if family relationships make them unhappy. R10. Identifying the strategies to build	

L7. Explaining how the internet and		healthy/ unhealthy friendships.		positive friendships and how friendship	
the internet and devices can be used safely to communicate with others.  H14. Talking about how to recognise what others might be feeling.  H15. Recognising that not everyone feels the same about the same things	f f	friendships. R16. Understanding the benefits of having different types of friends. R27. Recognising the risks associated with keeping a secret		and how friendship can support wellbeing. R14. Comparing the difference between healthy/ unhealthy friendships. R16. Exploring how friendships can change and the benefits of having different types of friends	
		Being Responsi	ble		

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explain the	L1. Understanding		L1. Recognising		L1. Recognising	
reasons for rules,	what rules are and		reasons for rules and		reasons for rules and	
know right from	why different rules		laws; consequences		laws; consequences of	
	are needed for		of not adhering to		not adhering to rules	
behave accordingly.	different situations.		rules and laws.		and laws.	
Understanding	L2. Recognising that		L2. Recognising there		L2. Recognising there	
the World ELG:	people and other		are human rights,		are human rights, that	
The Natural	living things have		that are there to		are there to protect	
World • Explore the natural world	different needs and		protect everyone.		everyone.	
around them, making observations and	understand the responsibilities of caring for them.		L3. Understanding the relationship between rights and		L3. Understanding the relationship between rights and	
drawing pictures of animals and	L3. Explaining things they can do to help		responsibilities.		responsibilities.	
plants	look after their		L4. Identifying the importance of having		L4. Identifying the importance of having	
	Exploring the		compassion towards		compassion towards	
	different		others. Explaining		others. Explaining how	
			how to show		to show care/concern.	
	roles/responsibilities		care/concern. L5.		L5. Identifying ways of	
	people have.		Identifying ways of		protecting the	
	R25. Sharing opinions		protecting the		environment in school	
	on things that matter		environment in		and at home and	
	to them		school and at home.		understanding how	
	3.73		Understanding how		everyday choices can	
			everyday choices can		affect the	
			affect the		environment	
			environment			