

PSHE Progression Map *(Including statutory Relationships and Health Education)*

Purpose

This progression map sets out the knowledge, skills and understanding that pupils will develop through Medway Community Primary School's PSHE curriculum from Year 1 to Year 6.

The curriculum is structured around three core strands:

- **Health and Wellbeing**
- **Relationships (including statutory Relationships and Health Education)**
- **Living in the Wider World**

Through these strands, pupils develop the knowledge, skills and attributes needed to thrive as healthy, safe, confident and responsible members of society.

Personal Development

Living in the Wider World contributes directly to pupils' personal development by developing responsibility, independence, citizenship and preparation for life in modern Britain.

Personal development is at the heart of the PSHE curriculum. Through progressive learning, pupils develop:

- confidence and resilience
- emotional literacy and self-regulation
- positive relationships and a sense of belonging
- respect, tolerance and inclusion
- independence and responsibility
- understanding of their role within society

Knowledge is deliberately sequenced so that pupils build upon prior learning and revisit key concepts in greater depth as they move through school.

Safeguarding and Contextual Safeguarding

Safeguarding is a core thread throughout the PSHE curriculum. Key Operation Encompass themes of relationships, emotions and rules/expectations are revisited progressively throughout the curriculum.

Pupils progressively learn how to:

- recognise safe and unsafe situations
- understand personal boundaries
- identify trusted adults
- seek help and report concerns
- recognise risk and respond appropriately

Contextual safeguarding is embedded throughout the progression map, ensuring pupils develop an understanding of risks beyond the home, including:

- peer relationships
- online environments
- bullying and peer pressure
- exploitation and manipulation
- wider community-based risks

Curriculum Progression

Progression is carefully sequenced so that learning builds cumulatively across the primary phase.

Relationships - Pupils progress from understanding friendship, kindness and belonging in Key Stage 1 to exploring trust, boundaries, stereotypes, respect, consent and healthy relationships in Upper Key Stage 2.

Safety - Pupils progress from recognising simple risks, understanding trusted adults and basic health and safety routines to recognising abuse, understanding personal boundaries, identifying unsafe situations and reporting concerns confidently.

Online Safety - Pupils progress from understanding that personal information should remain private to critically evaluating online information, recognising manipulation, understanding data sharing and managing online risks independently.

Health and Wellbeing - Pupils progress from recognising emotions, understanding healthy lifestyles and developing self-care strategies to managing mental wellbeing, understanding puberty, building resilience and seeking appropriate support.

Living in the Wider World - Throughout the curriculum pupils develop an increasing understanding of responsibility, community, equality, diversity, citizenship, decision-making and life in modern Britain.

How Progression Works at Medway

The progression map follows four broad stages:

Phase	Focus
EYFS	Recognising feelings, routines, relationships and trusted adults
KS1	Understanding friendships, safety, wellbeing and belonging
Lower KS2	Building empathy, resilience, responsibility and awareness of risk
Upper KS2	Managing complex relationships, recognising risk, developing independence and preparing for transition

Progression is cumulative and developmental, enabling pupils to revisit and deepen their understanding of key PSHE concepts through increasingly complex and age-appropriate learning experiences.

Impact

By the end of Year 6, pupils will have developed the knowledge, skills and understanding needed to:

- maintain positive relationships
- understand and manage their wellbeing
- recognise and respond to risk
- make informed and responsible decisions
- contribute positively to their community
- stay safe in both physical and online environments

They will leave Medway as confident, resilient and respectful young people who are prepared for secondary school and life in modern Britain.

Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	<ul style="list-style-type: none"> Families are important for children growing up because they can give love, security and stability The characteristics of healthy family life: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties The conventions of courtesy and manners The importance of respecting others, even when they are very different from them 	<ul style="list-style-type: none"> Families are important for children growing up because they can give love, security and stability The characteristics of healthy family life: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties How important friendships are in making us feel happy and secure, and how people choose and make friends How to recognise who to trust and who not to trust The conventions of courtesy and manners Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help 	<ul style="list-style-type: none"> Families are important for children growing up because they can give love, security and stability Others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up Most friendships have ups and downs, and these can often be worked through so that the friendship is repaired or even strengthened, and resorting to violence is never right The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties Practical steps to take in a range of different contexts to improve or support respectful relationships 	<ul style="list-style-type: none"> Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded Most friendships have ups and downs, and these can often be worked through so that the friendship is repaired or even strengthened, and resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed Practical steps to take in a range of different contexts to improve or support respectful relationships The importance of self-respect and how this links to their own happiness 	<ul style="list-style-type: none"> Families are important for children growing up because they can give love, security and stability The characteristics of healthy family life: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (<i>including diversity in marriage and that some couples opt not to marry</i>) How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed How important friendships are in making us feel happy and secure, and how people choose and make friends Most friendships have ups and downs, and these can often be worked through so that the friendship is repaired or even strengthened, and resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed In school and in wider society, they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in positions of authority The importance of self-respect and how this links to their own happiness 	<ul style="list-style-type: none"> Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed Most friendships have ups and downs, and these can often be worked through so that the friendship is repaired or even strengthened, and resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs The importance of self-respect and how this links to their own happiness Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

					<ul style="list-style-type: none"> • What a stereotype is and how these can be unfair, negative or destructive • The importance of permission seeking and giving in relationships with friends, peers and adults • Practical steps to take in a range of different contexts to improve or support respectful relationships • Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • The conventions of courtesy and manners 	
Safety	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage 	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • Where to get advice from, e.g. family, school and/or other sources 	<ul style="list-style-type: none"> • How to recognise and report feelings or being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • Where to get advice from, e.g. family, school and/or other sources 	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice from, e.g. family, school and/or other sources • Concepts of basic first-aid, for example dealing with common injuries, including head injury 	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact • The concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • Where to get advice from, e.g. family, school and/or other sources • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Concepts of basic first-aid, for example dealing with common injuries, including head injuries • Associated risks with legal and illegal substances (<i>alcohol/drug addiction</i>) 	<ul style="list-style-type: none"> • How to recognise and report feelings or being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice from, e.g. family, school and/or other sources • Concepts of basic first-aid, for example dealing with common injuries, including head injuries • The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug taking • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • The facts and science relating to immunisation and vaccination
Online Safety	<ul style="list-style-type: none"> • Understand the importance of keeping personal information private • Where and how to report concerns and get support with issues online • That the internet can also be a negative place where bullying can take place 	<ul style="list-style-type: none"> • Consider the effect of their online actions on others and know how to recognise and display respectful behaviour online 	<ul style="list-style-type: none"> • Know how to be a discerning consumer of information • Understand why social media, some computer games and online gaming, for example, are age-restricted • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place 	<ul style="list-style-type: none"> • Know how to be a discerning consumer of information (<i>Protecting oneself from online identity theft and scam websites.</i>) • Understand the importance of keeping personal information private • How to critically consider online friendships and sources of information, including awareness of the risks associated with people they've never met 	<ul style="list-style-type: none"> • Where and how to report concerns and get support with issues online • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them 	<ul style="list-style-type: none"> • Know how to be a discerning consumer of information, including knowing that information from search engines is ranked, selected and targeted • The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

			<ul style="list-style-type: none"> Where and how to report concerns and get support with issues online 	<ul style="list-style-type: none"> People sometimes behave differently online, including by pretending to be someone they are not The same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online, including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How information and data is shared and used online 		<ul style="list-style-type: none"> How information and data is shared and used online
Health and Wellbeing	<ul style="list-style-type: none"> What constitutes a healthy diet The characteristics of a poor diet and risks associated with unhealthy eating Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing That mental wellbeing is a normal part of daily life, in the same way as physical health Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests How to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings Where and how to seek support (including triggers for seeking support), including whom in the school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions 	<ul style="list-style-type: none"> Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing The importance of good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn The characteristics and mental and physical benefits of an active lifestyle The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise What constitutes a healthy diet (including understanding calories and other nutritional content) The characteristics of a poor diet and risks associated with unhealthy eating How to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing 	<ul style="list-style-type: none"> The characteristics and mental and physical benefits of an active lifestyle The risks associated with an inactive lifestyle What constitutes a healthy diet (including understanding calories and other nutritional content) The principles of planning and preparing a range of healthy meals How to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings There is a normal range and scale of emotions that all humans experience in relation to different experiences and situations Where and how to seek support (including triggers for seeking support), including whom in the school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions Isolation and loneliness can affect children, and children need to discuss their feelings with an adult and seek support 	<ul style="list-style-type: none"> The principles of planning and preparing a range of healthy meals. Pupils understand that different activities require different amounts of calories and nutrients to be healthy (i.e Arctic explorers, athletes, etc). The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist 	<ul style="list-style-type: none"> The characteristics and mental and physical benefits of an active lifestyle The risks associated with an inactive lifestyle How and when to seek support, including which adults to speak to in school if they are worried about their health The characteristics of a poor diet and risks associated with unhealthy eating Managing a healthy and balanced diet. The importance of maintaining a healthy diet combined with exercise- the benefits. Key facts about puberty and the changing adolescent body, including physical and emotional changes There is a normal range and scale of emotions that all humans experience in relation to different experiences and situations It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough Where and how to seek support (including triggers for seeking support), including whom in the school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests Isolation and loneliness can affect children, and children need to discuss their feelings with an adult and seek support. The importance of good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn 	<ul style="list-style-type: none"> The characteristics and mental and physical benefits of an active lifestyle The risks associated with an inactive lifestyle How and when to seek support including which adults to speak to in school if they are worried about their health The characteristics of a poor diet and risks associated with unhealthy eating Key facts about puberty and the changing adolescent body, including physical and emotional changes Menstrual wellbeing, including the key facts about the menstrual cycle It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough Where and how to seek support (including triggers for seeking support), including whom in the school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests Isolation and loneliness can affect children, and children need to discuss their feelings with an adult and seek support. The importance of good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

<p>Living in the Wider World</p> <p>(This strand develops pupils' understanding of citizenship, economic wellbeing, community, diversity and life in modern Britain)</p>	<p>BELONGING</p> <p>Rules, Rights and Responsibilities</p> <ul style="list-style-type: none"> • Understanding classroom and school rules • Fairness and turn-taking • Understanding right and wrong <p>Community and Citizenship</p> <ul style="list-style-type: none"> • Belonging to a family, class and school <p>Economic Wellbeing & Financial Education</p> <ul style="list-style-type: none"> • Money has value • Looking after belongings <p>Preparation for Life in Modern Britain</p> <ul style="list-style-type: none"> • Belonging • Rules • Respect 	<p>RESPONSIBILITY</p> <p>Rules, Rights and Responsibilities</p> <ul style="list-style-type: none"> • Responsibilities at home and school • Fairness and equality • Understanding needs and wants <p>Community and Citizenship</p> <ul style="list-style-type: none"> • Contributing positively to the school community <p>Economic Wellbeing & Financial Education</p> <ul style="list-style-type: none"> • Needs and wants • Making simple choices <p>Preparation for Life in Modern Britain</p> <ul style="list-style-type: none"> • Belonging • Rules • Respect 	<p>COMMUNITY</p> <p>Rules, Rights and Responsibilities</p> <ul style="list-style-type: none"> • Community and belonging • Respecting differences • Understanding how actions affect others <p>Community and Citizenship</p> <ul style="list-style-type: none"> • Understanding local communities <p>Economic Wellbeing & Financial Education</p> <ul style="list-style-type: none"> • Spending and saving • Making informed choices <p>Digital Citizenship</p> <ul style="list-style-type: none"> • Reliable and unreliable information <p>Preparation for Life in Modern Britain</p> <ul style="list-style-type: none"> • Responsibility • Community • Diversity 	<p>RIGHTS AND DIVERSITY</p> <p>Rules, Rights and Responsibilities</p> <ul style="list-style-type: none"> • Rules and laws • Rights and responsibilities • Understanding diversity within communities <p>Community and Citizenship</p> <ul style="list-style-type: none"> • Appreciating different communities and cultures <p>Economic Wellbeing & Financial Education</p> <ul style="list-style-type: none"> • Budgeting and value for money <p>Digital Citizenship</p> <ul style="list-style-type: none"> • Digital footprints • Online identity <p>Preparation for Life in Modern Britain</p> <ul style="list-style-type: none"> • Responsibility • Community • Diversity 	<p>CITIZENSHIP AND DIVERSITY</p> <p>Rules, Rights and Responsibilities</p> <ul style="list-style-type: none"> • Stereotypes and discrimination • Respect for protected characteristics • Understanding democracy and British Values • Understanding rights and responsibilities within a democratic society <p>Community and Citizenship</p> <ul style="list-style-type: none"> • The role of individuals in improving communities <p>Economic Wellbeing & Financial Education</p> <ul style="list-style-type: none"> • Enterprise and economic responsibility <p>Digital Citizenship</p> <ul style="list-style-type: none"> • Media influence and misinformation <p>Preparation for Life in Modern Britain</p> <ul style="list-style-type: none"> • Independence • Decision-making • Citizenship • Transition to secondary school 	<p>ACTIVE CITIZENSHIP AND SOCIAL RESPONSIBILITY</p> <p>Rules, Rights and Responsibilities</p> <ul style="list-style-type: none"> • Active citizenship • Equality and inclusion • Challenging prejudice and discrimination • Understanding how to challenge discrimination and seek support when witnessing prejudice <p>Community and Citizenship</p> <ul style="list-style-type: none"> • Active citizenship and social responsibility <p>Economic Wellbeing & Financial Education</p> <ul style="list-style-type: none"> • Financial decision-making • Preparing for secondary school independence <p>Digital Citizenship</p> <ul style="list-style-type: none"> • Critical thinking online • Responsible participation in digital communities <p>Preparation for Life in Modern Britain</p> <ul style="list-style-type: none"> • Independence • Decision-making • Citizenship • Transition to secondary school
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