

# PSHCE Progression overview based on Cambridgeshire Primary Personal Development Programme

Myself & My Relationship						
<i>Beginning and Belonging - My Emotions - Family and Friends - Anti-bullying - Managing Change</i>						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
I know the people that love and care for me and what they do to care for me.	I can identify and discuss the roles different people play in my life.	I can name people that play different roles in my life.	I know that there are different types of relationship – family, romantic, friendship etc.	I know that people who love and care for each other can be in a committed relationship, living together or living apart.	I know that people may be attracted to someone emotionally and romantically.	I know that people may be attracted to someone emotionally, romantically and sexually.
I know what a family is.	I know about different types of family including those that are different to mine.	I know that it is important to tell someone if something about my family makes me upset or worried.	I know that marriage as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.	I recognise and respect different types of family structure.	I know that forcing someone to marry against their will is a crime and that help and support is available for this.	I know that people can be attracted to someone of the same sex or different sex to them and link this to marriage and civil partnership.
I know what a friend is.	I can identify common themes in family life.	I can recognise when someone feels lonely and know how to make them feel better.	I know that a feature of positive family life is caring relationships and I can name different ways people care for each other.	I recognise if family relationships are making me feel unhappy or unsafe and how to seek help and advice.	I know that healthy friendships make people feel included.	I know that gender identity and sexual orientation are different.
I know that bodies and feelings can be hurt by words and actions.	I know how to make friends and what makes a good friend.	I know some strategies for resolving arguments between friends positively.	I know why friendships are important and have strategies for building strong friendships.	I know what makes a healthy friendship and can apply this to online friendships as well as face to face.	I recognise when someone is feeling excluded and have strategies on how to help.	I understand that friendships change over time and know the benefits of having different types of friends.
I know what private means.	I can ask for help if a friendship is making me unhappy.	I know that people may behave differently online and may pretend to be someone they're not.	I know how to seek support if I feel lonely or excluded.	I know what it means to "know someone online" and how this is different to knowing someone face to face.	I have strategies for recognising and managing peer influence and desire for peer approval, including online.	I recognise if a friendship makes me feel unsafe, including online.
I know that body parts covered by underwear are private.	I can empathise with people who may experience hurtful behaviour or bullying.	I understand when I should ask for permission and when I should give permission.	I can explain and describe the consequences of hurtful behaviour.	I have strategies to respond to hurtful behaviour experienced or witnessed.	I know what discrimination and how to challenge it.	I know how to access support if a friendship is making me feel unsafe.
I know what is kind and unkind behaviour.	I know that hurtful behaviour is not acceptable and know what to do if I or someone I know experiences this.	I understand when I should and shouldn't keep adult secrets.	I know how to seek and give permission (consent) in different situations.	I know about privacy and personal boundaries, including what is appropriate in friendships and wider relationships.	I know how to respond safely and appropriately to adults I do not know.	I know about keeping something confidential or secret and when this is and is not appropriate.
	I know that it is important to respect others' privacy.	I know how to resist pressure to do something I do not want to do because I feel unsafe.	I know how my behaviour can affect other people.	I know why someone may behave differently online and strategies for recognising and reporting risks.	I recognise different types of physical contact, what is acceptable and unacceptable, and how to respond to unwanted physical contact.	I know how to manage the pressure of others to do something unsafe or that makes me feel uncomfortable.
	I know how to respond safely to adults I don't know.	I can recognise the ways in which I am the same and different to others.	I can listen to and respond respectfully to a wide range of people.	I recognise the importance of self-respect and how this affects my thoughts and feelings about myself.	I know how to get advice and report concerns if worried about my own or others' safety.	I can discuss and debate topical issues, respecting other people's views and constructively challenge those I disagree with.
	I know how to respond if physical contact makes me feel uncomfortable or unsafe.	I know how to listen, play and work co-operatively.	I respect the differences and similarities between people and what I have in common with others in personality or background.			
	I know who I can ask for help and know some vocabulary to help with this.	I know how to talk about and share my feelings on things that matter to me.				
	I know how to treat myself and others with respect.					
	I know how to be polite and courteous.					

## Myself & My Relationship: Associated Vocabulary

Love	Role	Teacher	Relationship	Committed	Attracted	Attracted
Care	People	Doctor	Romantic	Relationship	Attractive	Attractive
Family	Family	Nurse	Friendship	Living	Emotional	Emotionally
Friend	Home	Firefighter	Marriage	Arrangement	Romantic	Romantically
Body	Job	Parents	Legal	Respect	Force	Sexually
Feeling	Mum	Grandparents	Declaration	Family	Crime	Civil
Hurt	Dad	Upset	Commitment	Structure	Will	Partnership
Private	Grandparents	Worried	Lifelong	Unhappy	Included	Gender
Underwear	Brother	Lonely	Lonely	Unsafe	Excluded	Identity
Kind	Sister	Support	Excluded	Advice	Peer	Sexual Orientation
Unkind	Auntie	Resolve	Consequence	Healthy	Influence	Benefit
Behaviour	Uncle	Argument	Hurtful	Online	Desire	Secret
	Friendship	Online	Permission	Virtual	Approval	Confidential
	Hurtful	Pretend	Consent	Witness	Discrimination	Debate
	Bully	Permission	Respect	Experience	Challenge	Constructive
		Secrets	Personality	Privacy	Contact	Agree
		Resist	Background	Personal	Physical	Disagree
		Pressure		Boundary	Acceptable	
		Same		Appropriate	Unacceptable	
		Different		Report	Concern	
		Co-operatively		Self-respect		
		Share				

## Citizenship

### *Me and My World - Identities and Diversity - Rights, Rules and Responsibilities - Working Together - Diversity and Communities*

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>I know how I can contribute to the life of my classroom.</p> <p>I can agree to follow group, class and school rules.</p> <p>I understand that people and other living things have rights.</p> <p>I know that I belong to different communities, including my family and my school.</p> <p>I know how I am unique and understand that there has never and will never be another me.</p> <p>I know about special people in my community and how they help me.</p>	<p>I know how I can contribute to the life of the classroom and my school.</p> <p>I can agree to follow group, class and school rules and understand how these rules help me.</p> <p>I understand that people and other living things have rights and that everyone has a responsibility to protect these rights.</p> <p>I can identify and discuss similarities and differences between myself and others.</p> <p>I know about people who are responsible for looking after me.</p>	<p>I can help to construct and agree to follow group, class and school rules and understand how these rules help me.</p> <p>I know what improves and harms my local, natural and built environments and develop strategies and skills needed to care for these.</p> <p>I know about people who are responsible for looking after me and how to contact them, including dialling 999 in an emergency.</p>	<p>I can research and discuss issues and events that are of concern to me.</p> <p>I know why and how rules are made and enforced within a school environment.</p> <p>I understand that there are basic human rights shared by all peoples and all societies.</p> <p>I understand that I have different responsibilities.</p> <p>I can resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>I know what being part of a community means.</p>	<p>I can research and discuss and debate issues and events that are of concern to me and offer recommendations to appropriate people.</p> <p>I know why and how rules are made and enforced and why different rules are needed in different situations.</p> <p>I understand that there are basic human rights shared by all peoples and all societies and that children have their own rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>I understand that I have different responsibilities and categorise them into home, school, community and environment.</p> <p>I know what being part of a community means and about the varied institutions that support communities locally and nationally.</p>	<p>I know why and how rules are made and enforced and why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>I understand the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination.</p> <p>I understand that I have different responsibilities and categorise them into home, school, community and environment and continue to develop the skills to exercise these responsibilities.</p> <p>I can recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>I appreciate the range of national, regional and ethnic identities in the UK.</p> <p>I can explore and critique how the media presents information.</p>	<p>I know that there are some cultural practices which are against British law and universal human rights (e.g. FGM).</p> <p>I understand the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination and how to develop strategies for getting support for myself or others at risk.</p> <p>I can consider the lives of people living in other places and people with different values or customs.</p> <p>I can critically examine what is presented to me in social media and why it is important to do so.</p> <p>I understand that information contained in social media can misrepresent or mislead.</p>

## Citizenship: Associated Vocabulary

Classroom Rules Class Group School Rights Community Unique Special Help	Contribute Rules Rights Responsibility Protect Similarities Differences Responsible	Agree Follow Local Natural Built Environment Choice Emergency Services	Research Event Enforced Human Rights Basic Society Responsibilities Alternative Respect Respond Decision Explain Community	Recommend Appropriate Enforced Situation Basic Human Rights Societies United Nations Declaration Categorise Home School Community Environment Institution Local National Critical Manage	Consequence Anti-Social Aggressive Discrimination Volunteer Voluntary National Regional Ethnic Identity Media	Cultural Law Aggressive Discrimination Risk Values Individual Community Critical Examine Social Media Misrepresent Mislead
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## Healthy & Safer Lifestyles

*My Body and Growing Up - Keeping Safe - Healthy Lifestyles - Managing Safety and Risk - Drug Education - Digital Lifestyles - Personal Safety - Relationship and Sex Education*

EYFS FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can talk about what I like and dislike and can make good choices based on this.	I know what a healthy lifestyle is and can talk about how to maintain this – including the benefits of physical exercise, healthy eating and dental health.	I can set challenging goals based on my experiences.	I can discuss factors that positively and negatively affect my physical, emotional and mental health.	I recognise opportunities and develop the skills to make my own choices about food and understand the benefits of eating a balance diet.	I understand what might influence my choices about food.	I know how to use a mobile phone responsibly.
I can talk about myself and my experiences – including celebrating my strengths and setting simple goals.	I can learn from my experiences and explain how I could make a better choice.	I know some coping strategies for difficult feelings, including change and loss.	I know how to make informed choices and understand the concept of a balanced lifestyle.	I recognise how images in the media and online do not always reflect reality and can affect how people feel about themselves.	I recognise, predict and assess risks in different situations and decide how to manage them responsibly.	I know how to manage requests for images of myself or others, what is and what is not appropriate to share and who to talk to if I feel uncomfortable with a request.
I can describe my feelings using appropriate vocabulary and develop some simple strategies to manage these feelings.	I understand that actions have consequences and that these can be positive or negative.	I can name the main parts of the body, including external genitalia and can discuss the bodily similarities and differences between boys and girls.	I can reflect on and celebrate my achievements.	I can identify my strengths and areas for improvement, setting high aspirations and goals.	I understand how pressure to behave in an unacceptable way can come from a variety of sources, including people they know and the media.	I know why and how some legal and illegal substances can damage my immediate and future health.
I know who looks after me and who I can go to for help.	I can talk about how change and loss affect our feelings.	I know that some household products, including medicines, can be harmful if not used properly.	I can extend my understanding of vocabulary for more complex feelings in order to explain the range and intensity of my feelings to others.	I can perform some basic emergency first aid techniques.	I can name some legal and illegal drugs and discuss how they can be detrimental to my health.	I know which substances and drugs are illegal and can discuss why this is to an extent.
I know what private means.	I know that humans grow from young to old and can talk about how people’s needs change as they grow, including how independence can bring new opportunities.	I know how to keep physically and emotionally safe across a variety of situations – roads, cycling, railways, water, fire.	I can talk about change such as moving key stage, school or experiencing loss.	I recognise that I may sometimes feel conflicting emotions and when to listen to or overcome these.	I know about the human reproductive system.	I know about the human reproductive system.
I can name the main parts of the body	I know how I can help others to help me.	I know how to keep physically and emotionally safe across a variety of situations – roads, cycling, railways, water, fire.	I can differentiate between risk, danger and hazard.	I can talk about change such as separation, divorce or bereavement.	I know what puberty is and what changes with my emotions and body during puberty.	I understand that some actions (such as FGM) constitute abuse and are a crime.
I know some ways to keep me healthy such as washing my hands after using the toilet and brushing my teeth.	I know that I have a right to keep things private and that I should respect others’ privacy.	I recognise that I share a responsibility for keeping myself safe and others safe, including when to say ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’.	I can talk about change such as moving key stage, school or experiencing loss.	I know how increased independence brings increased responsibility to keep myself and others safe	I know how to take care of my body and that I have a right to protect my body from inappropriate and unwanted contact.	I understand that some actions (such as FGM) constitute abuse and are a crime.
	I can name the main parts of the body, and I am learning the names for external genitalia	I know that I do not need to keep secrets,	I know and understand school’s health and safety rules that apply to me.	I know how increased independence brings increased responsibility to keep myself and others safe	I know how to take care of my body and that I have a right to protect my body from inappropriate and unwanted contact.	I can develop skills and strategies to get support if I have fears for myself or a peer.
			I know what a habit is.	I can give examples of a habit and talk about why habits are hard to change.	I know how to keep emotionally and physically safe in a variety of situations – including cycle safety and safety in the environment (water, rail, fire).	

## Healthy & Safer Lifestyles: Associate Vocabulary

Like	Lifestyle	Challenge	Positive	Opportunity	Influence	Mobile Phone
Dislike	Physical	Goal	Negative	Skill	Predict	Responsible
Choice	Healthy	Cope	Mental	Benefit	Assess	Request
Celebrate	Dental	Strategy	Physical	Media	Manage	Comfortable Uncomfortable
Strength	Consequence	Disease	Health	Online	Pressure	Legal
Weakness	Positive	Head	Choice	Aspiration	Acceptable	Illegal
Feelings	Negative	Shoulders	Balanced	Goal	Unacceptable	Substance
Happy	Emotions	Neck	Change	Conflict	Source	Reproduction
Sad	Nervous	Arm	Loss	Overcome	Media	Sexual Intercourse
Angry	Respect	Torso	Emotion	Separation	Emergency	Sperm
Calm	Privacy	Leg	Risk	Divorce	First Aid	Egg
Excited	Penis	Pelvis	Danger	Bereavement	Legal	Womb
Tired	Vagina	Foot	Hazard	Independence Responsibility	Illegal	Pregnancy
Help	Breasts	Harmful	Bacteria	Habit	Drug	Consent
Private	Testicle	Secret	Virus		Puberty	Abuse
Worry		Independent	Habit		Menstruation	Crime
Young		Opportunity			Pubic Hair	Genitals
Old		Right			Hormones	
Germs					Testosterone	
healthy					Oestrogen	
					Protect	
					Inappropriate	
					Hygiene	
					Emotional	
					Physical	
					Environment	

## Economic Wellbeing

### *Financial Capability*

EYFS FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can recognise coins as money.</p> <p>I know some things that money is used for.</p> <p>I know that you have to pay for things in shops.</p>	<p>I understand that money comes from different sources and can be used for different purposes.</p> <p>I know why money is important.</p> <p>I can identify some coins and bank notes.</p>	<p>I understand the concept of spending and saving.</p> <p>I know why money is important and how to keep it safe, my choices about spending or saving money and what influences these choices.</p> <p>I understand what a charity is and does.</p>	<p>I know the role money plays in my life.</p> <p>I understand the importance of money in our lives and where it might come from, how we earn it etc.</p> <p>I am beginning to understand the difference between needs and wants.</p>	<p>I know what it means to be a critical consumer.</p> <p>I am learning to plan and save money for later use.</p> <p>I understand how our spending can impact the community and beyond.</p> <p>I understand what poverty is.</p>	<p>I have some understanding of the concepts 'interest', 'loan', 'debt' and 'tax' – including VAT.</p> <p>I can find out about earning money and how this supports the community.</p> <p>I have a deepening understanding of wants and desires.</p> <p>I can explore spending, saving, risk taking and debt.</p>	<p>I understand that resources (including money) 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>I know what is meant by enterprise and begin to develop enterprise skills.</p> <p>I have considered poverty in the UK and wider world.</p> <p>I have had experience of managing money.</p>

### Economic Wellbeing: Associate Vocabulary

<p>Money</p> <p>Shop</p> <p>Buy</p> <p>Coins</p> <p>Notes</p> <p>Pounds</p> <p>Pence</p>	<p>Money</p> <p>Pounds</p> <p>Pence</p> <p>Buy</p> <p>Shop</p>	<p>Work</p> <p>Spend</p> <p>Save</p> <p>Safe</p> <p>Charity</p>	<p>Source</p> <p>Job</p> <p>Bank</p> <p>Want</p> <p>Need</p> <p>Priority</p> <p>Necessity</p> <p>Savings</p> <p>Account</p> <p>Earn</p> <p>Pay</p> <p>Wages</p>	<p>Consumer</p> <p>Critical</p> <p>Manage</p> <p>Budget</p> <p>Community</p> <p>Trade</p> <p>Fair trade</p> <p>Earn</p> <p>Pay</p> <p>Wages</p> <p>Local</p> <p>Global</p> <p>Workforce</p>	<p>Interest</p> <p>Loan</p> <p>Debt</p> <p>Tax</p> <p>VAT</p> <p>Debt</p> <p>Gambling</p> <p>Risk</p> <p>Loss</p>	<p>Poverty</p> <p>Customs</p> <p>Economic</p> <p>Sustainability</p> <p>Enterprise</p>
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