



PSHE Progression Grid 2025-2026



Big idea	Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind  disability race religion / belief sex	Wellbeing	<p>*If something is proving difficult, there are things that can be done, such as trying a different approach, breaking the problem down into smaller steps, or asking for help. Recognise that there are things that they can do to help when finding things difficult.</p> <p>*People's bodies can be hurt in some everyday activities. It is important to follow safety procedures and have adult supervision where there may be dangers, such as crossing a road or near water. People can feel different things and their feelings can be hurt by others saying unkind things. It is important to talk to a trusted adult if hurting, either physically or emotionally. Recognise that people's bodies and feelings can be hurt by the activities,</p>	<p>* Improving wellbeing can make us feel good, such as playing outside, doing things that are enjoyable or that help others, spending time with family or sleeping well. Recognise that there are different ways to help people feel good.</p> <p>*Some types of physical contact are acceptable and comfortable, such as holding a hand to cross a road or a cuddle from a parent or grandparent. Some types of physical contact are unacceptable and can make someone feel uncomfortable. If this happens, it is important to talk about it with a trusted adult. Identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable, and</p>	<p>*There are strategies for building positive relationships, including mutual respect, trust, truthfulness, loyalty, kindness, generosity, shared interests and experiences, support with problems and difficulties. Recognise the importance of positive friendships on wellbeing.</p> <p>*People may experience positive and negative feelings and it is important to relate appropriately to others' feelings. Relate appropriately to a wide range of positive and negative feelings in others.</p>	<p>*The internet has many benefits, including research, communication and sharing information. It is important to balance time online with other activities for mental wellbeing and there are strategies for managing time online. Demonstrate the positive and negative benefits of the internet and being online for mental wellbeing.</p> <p>*Self-respect is having pride and confidence in oneself and behaving in a way that doesn't damage this. It is important to say no to anything that feels uncomfortable or unsafe, including physical contact, and talk to a trusted adult for help. Identify which behaviours positively and negatively affect their physical, mental and emotional health, including the importance of self-</p>	<p>*Pressure to behave in unacceptable, unhealthy or risky ways can come from friends, family members, school, online contacts or the media. This behaviour may impact on a person's self-respect and damage short- and long-term physical, mental and emotional health. Explain how the pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including peers.</p> <p>*Taking care of our mental health is just as important as our physical health. Strategies include good quality sleep, physical exercise or time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends.</p>	<p>*Warning signs about mental health and wellbeing can include changes in behaviour, physical appearance, appetite or sleeping patterns. Difficulties with mental health can be resolved with help and support but it is important to discuss feelings with a trusted adult. Recognise that anyone can experience mental ill health.</p> <p>*Unwanted contact and some actions, such as female genital mutilation, are forms of abuse and criminal offences. They can have lasting consequences on victims, who may require support from outside agencies, such as Childline and the FGM National Clinical Group. Recognise that people have a right to protect their body from inappropriate and unwanted contact and that some actions,</p>



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		events and people encountered in everyday life and online.	how to respond to each.		respect and what kind of physical contact is acceptable.	Recognise that mental health, just like physical health, is part of daily life, and anyone can experience physical or mental ill health.	such as female genital mutilation (FGM), constitute abuse and are crimes.
	Unacceptable behaviour	* Teasing is laughing at someone or saying unkind things about them. This can be either as a joke or deliberately to upset them. Bullying (including cyberbullying) is hurting or frightening someone over a period of time and perhaps forcing them to do something that they do not want to do. Teasing and bullying can have a lasting impact on a person's mental wellbeing and are unacceptable ways to behave. Recognise different types of teasing and bullying and that both types of behaviour are unacceptable.	*Teasing and bullying are wrong and can have a lasting impact on mental wellbeing. Strategies can be taught to deal with teasing and bullying without resorting to violence, such as assertively asking the perpetrators to stop and walking away. If the problems cannot be solved, it is important to speak to a trusted adult. Recall strategies that can be used to resist teasing or bullying (including cyberbullying) and how to get help.	*People may feel a mixture of emotions about an event or thing and find these opposite emotions hard to manage. For example, they may feel very worried and excited at the same time about trying something new. Finding the reasons behind these conflicting emotions, refraining from acting on impulse and seeking help from friends, family or professionals can help people to make good decisions. Recognise that people experience conflicting emotions that they might need to acknowledge, act on or overcome.	* The effects of teasing and bullying can include anxiety, mistrust, anger, fear, loneliness, low self-esteem and worry. These feelings can affect people for a long period of time, even after the teasing and bullying have ended. Describe how teasing and bullying can lead to trust issues, low self-esteem and self-worth, and that these feelings may persist over long periods of time.	*There are different types of bullying and abuse. These include verbal, prejudice based, physical, sexual, racial, emotional and online. These are behaviours that are intended to hurt victims physically or emotionally. It is important to ask for help if bullying or abuse is experienced or witnessed. Help is available from teachers, trusted adults and agencies, such as the NSPCC and Childline. Discuss bullying and abuse in all their forms and ways to ask for help.	* Discrimination is treating someone unfairly on the grounds of their gender, sexual orientation, race or age. Teasing is making fun of or provoking someone. Bullying is hurting or frightening someone over a period of time. Aggressive behaviour is acting in a violent, angry way towards someone. These actions can come in many forms, such as cyberbullying, prejudice-based language and trolling. People who carry out these acts often have low self-esteem and self-worth. Victims can suffer long term consequences, such as damage to their physical, mental and emotional health and



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							reputation. Examine the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.
	Staying safe	<p>* Private things are things that you don't have to tell anyone else. They may only be known to one person or a small group. A person may have private thoughts or opinions or a private place that they like to go. Everyone has the right to privacy, which should be respected by others. Parts of the body are also private. Identify that some aspects of life should be kept private.</p> <p>* They do not have to do things that may make them unsafe or worried for themselves or others. There are people they can ask for help and should keep trying until they are heard. Recognise that there are basic</p>	<p>*There are rules for keeping physically and emotionally safe, including safety online, responsible use of ICT, differences between secrets and surprises, understanding not to keep adults' secrets, safety in the sun, road safety, cycle safety and safety in the environment (including rail, water and fire safety). Recall rules for keeping physically and emotionally safe.</p> <p>*There are occasions when they should seek permission from another, as well as when others should ask for their permission, such as physical contact, using belongings and going to places. Identify situations when they should ask for</p>	<p>*First aid is the help and treatment given after an accident has happened. An allergy is a reaction the body has to a particular food or substance. An allergic reaction can occur from a bite or sting. Most allergic reactions can be controlled with antihistamines. Severe reactions can occur and need urgent treatment and the emergency services should be contacted by ringing 999 or 112. Explain what is meant by first aid. Discuss or role play first aid concepts, such as allergies, bites and stings.</p> <p>*There are strategies that people can use to keep themselves and others physically and emotionally safe.</p>	<p>*Personal information includes a person's full name, password, address, phone number and photographs. It is important not to share these online as it can make it easier for someone to steal someone's identity. Knowing someone online is different from knowing someone face to face. Explain the importance of protecting personal information when online.</p> <p>*The signs of an asthma attack are coughing and wheezing, difficulty breathing or speaking, blue lips and panic. The treatment for a mild asthma attack includes taking slow breaths and using an inhaler.</p>	<p>* Responsible use of a mobile phone includes keeping it safe and protected, using it sensibly by setting time limits, turning it off at night and protecting it with a passcode. Safe use involves not divulging personal information and appropriate distribution of images and messages. Discuss the responsible use of mobile phones and other mobile devices.</p> <p>*When an accident has happened, it is important to alert an adult; children should only give first aid treatment if they cannot be hurt themselves and no adult is available to take charge of the situation. Severe bleeding can be a</p>	<p>*A dare is a request from another person to carry out an act that feels uncomfortable, shameful or is against the law. Everyone has the right to refuse to carry out any act that can be harmful to physical, emotional and mental wellbeing. Recognise and manage dares.</p> <p>*In an emergency situation when someone is hurt, unresponsive or has become ill it is important to make sure you and others are safe, find out how the injured person feels and what condition they are in, comfort and reassure the injured person and give necessary first aid and seek medical help if required. A 999 or</p>



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		techniques for resisting pressure from others.	permission and also when their permission should be sought.	These strategies include blocking online users, using pedestrian crossings correctly, taking medicines correctly, using household products safely and sharing worries with a trusted adult or organisation. Demonstrate strategies for keeping physically and emotionally safe, including road safety and safety in the environment.	The signs of a head injury are a wound or swelling on the head, headache, sickness, dizziness, drowsiness and loss of memory. The treatment for a mild head injury includes a cold compress to the injured area. In severe cases of an asthma attack or head injury, the emergency services should be contacted by ringing 999 or 112. Discuss or role play first aid concepts for head injuries and asthma attacks.	medical emergency, needing urgent treatment so 999 or 112 should be called. During an emergency call, it is important to speak clearly and not too fast, providing the location of the incident so the emergency services can attend as quickly as possible. Understand when they should give first aid, and discuss or role play first aid concepts for incidents of bleeding, identifying when the emergency services might be required and what to say.	112 call involves telling the call handler which emergency service is needed, the address or location of the incident and phone number, staying calm, speaking clearly and staying on the line, remembering that the call handler is there to help so there is no need to be afraid. Explain or role play concepts of basic first aid for a range of common injuries, including bites and stings, allergic reactions, asthma attacks, head injuries, bleeding and choking. Explain what to do in an emergency situation and the steps required to make an emergency call to 999 or 112.
	Healthy lifestyle	* A healthy lifestyle includes doing things to maintain both physical and mental health, such as a balanced diet, regular exercise, good bodily and oral hygiene, limiting screen time,	* A healthy lifestyle includes doing things to maintain both physical and mental health. These include eating a balanced diet, building regular exercise and physical activity into their	* Eating a balanced diet has many health benefits. Short term benefits include maintaining a healthy weight and having more energy. Long term benefits include living a longer life and	* A balanced lifestyle involves regular exercise, a healthy diet, rest, good dental hygiene, fulfilling relationships and a variety of activities and experiences. These contribute towards	*Lifestyle choices, such as what diet to eat, whether to take regular exercise, good quality sleep and what activities and pastimes to engage in, can have a positive, neutral or negative impact on	*Medicines (legal drugs), vaccinations and immunisation, when used responsibly, contribute to health. For example, some diseases can be controlled through vaccination (seasonal



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		<p>recognising and talking about emotions and good quality rest and sleep. State what constitutes a healthy lifestyle.</p> <p>* Wearing sunscreen, a sun hat and sunglasses can protect the skin and eyes from sun damage. Too much sun can cause sunburn and lead to skin damage and skin cancer. Recognise the importance of staying safe in the sun.</p>	<p>routines, good bodily and oral hygiene, limiting screen time, recognising and talking about emotions and good quality rest and sleep. Inactive lifestyles can increase the risk of obesity and obesity-related illnesses. Explain how to maintain a healthy lifestyle and the risks associated with an inactive lifestyle.</p> <p>* It is important to care for our mouths and teeth. We can do this by visiting the dentist, brushing our teeth correctly and regularly and eating food and drink that support dental health. Explain the importance of good dental hygiene.</p>	<p>reducing the risk of diseases and other health conditions, such as tooth decay, obesity, cancer, diabetes and cardiovascular disease. Take opportunities to make choices about food by planning healthy meals and eating nutritionally rich food. Understand the risks associated with not eating a healthy diet.</p> <p>*Short sun exposure helps our bodies to produce vitamin D, which helps the body to build stronger, healthier bones. Overexposure causes skin damage, eye damage and health problems, such as heat stroke and skin cancer. Explain the benefits of sun exposure and the risks of overexposure.</p>	<p>having good physical and mental health. Recognising early signs of physical illness can include changes in appetite, weight loss or gain, tiredness or weakness, consistent pain or changes to mental health. Discuss the concept of a balanced, healthy lifestyle and the benefits of having good physical health.</p> <p>*Regular exercise benefits both physical and mental health. Regular activity can include walking to the shops or cycling to school. Explain the benefits of an active lifestyle and recognise opportunities to embed regular exercise into their normal routines.</p>	<p>physical and mental health. There can be short- or long-term effects on health. For example, smoking causes bad breath and stained fingers in the short term. Long term problems include lung cancer and heart disease. Explain how lifestyle choices can have a positive, neutral or negative impact on physical and mental health.</p> <p>*Good quality sleep is important for a healthy and productive lifestyle. A regular bedtime routine can support good sleep and includes going to bed and getting up at the same time, clearing the mind of distractions, having no access to digital devices in bed, relaxation exercises and taking a warm bath. Lack of or poor-quality sleep can impact on the body, feelings, behaviour and</p>	<p>flu vaccine), and others can be controlled through medication, such as antihistamines for allergic reactions. Describe the use of medicines, vaccinations and immunisation for supporting good health.</p> <p>*There are a wide range of good habits that support a healthy lifestyle for physical and mental wellbeing. These include a healthy diet with nutritionally rich foods, physical activity, good quality sleep, good bodily and oral hygiene, time spent outdoors (considering the risk of overexposure to the sun), hobbies and interests, spending time with friends and family and managing time spent online. Explain comprehensively all aspects of a well-balanced, healthy lifestyle.</p>
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						the ability to learn. Understand the importance of how sleep contributes to a healthy lifestyle.	
	Personal hygiene	<p>* Personal hygiene is important to prevent germs from getting into the body and causing illness. Washing hands before eating and after going to the toilet is important in preventing the spread of germs. Good dental hygiene means brushing teeth twice a day using fluoride toothpaste, visiting the dentist regularly and limiting sugary drinks and snacks. Recognise the importance of personal hygiene and how to maintain it.</p>	<p>* Many diseases, such as colds and flu, are caused by germs spreading from one person to another. Germs can spread to other people via surfaces, such as door handles and tabletops. To prevent this spread, it is important that hands are always washed before eating and after going to the toilet. Some diseases can be controlled by medicines, including vaccinations and immunisation. Demonstrate how some diseases are spread and can be controlled.</p>	<p>* Simple routines can contribute to good personal hygiene and reduce the spread of bacteria and viruses. These routines include regularly washing hands, covering your mouth and nose when you sneeze or cough and bathing or showering regularly. Recognise that simple hygiene routines can reduce the spread of bacteria and viruses.</p>	<p>* Personal hygiene involves keeping yourself clean and preserving health. This can include showering or bathing regularly, using deodorant, flossing and brushing teeth twice a day and changing clothes regularly. Neglecting personal hygiene can result in poor dental hygiene, unpleasant body odour and the spread of diseases. Discuss how individuals can become responsible for their personal hygiene and the consequences of neglecting personal hygiene.</p>	<p>* Puberty is the time when a person develops from a child into an adult because of changes in their body that make them able to have children. During puberty, skin can become oily, facial hair and pubic hair start to grow and sweating and body odour can increase. It is especially important to keep good personal hygiene during puberty. There are places to get more information, help and advice about growing up and changing. Understand the increased importance of personal hygiene during puberty.</p>	<p>* Bacteria, viruses and fungi are types of microorganism (living things that are so small they can only be seen using a microscope). They can be helpful or harmful. Simple hygiene routines can limit the spread of microorganisms, such as hand washing and sneezing into a tissue before disposal. Some vaccines and medicines can help manage microorganism infections. Understand that bacteria, viruses and fungi are types of microorganism that are found everywhere and can affect health in positive and negative ways.</p>
	Setting goals	<p>*Strengths are things that we are good at, such as football, art or dancing. Goals are things that we are</p>	<p>*Everyone has different strengths. However, it is important to learn from experiences to</p>	<p>*Each person has strengths, skills and qualities. A goal is an aim or a purpose that can be worked</p>	<p>*Aspirations are things that an individual hopes to achieve. These can involve education, jobs,</p>	<p>*People can work collaboratively by modelling respectful behaviour; listening carefully to each other,</p>	<p>* Facing new challenges is a positive choice and can help individuals to achieve a goal or an aspiration.</p>



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		aiming to achieve, such as joining a football team, learning a new painting technique or performing in a show. Identify strengths and set simple but challenging goals.	develop new strengths and strategies. Recognise that people have different strengths, but can also reflect upon and learn from their experiences.	towards. An achievement is something that has been completed or gained through planning, hard work and challenges, which creates a sense of satisfaction. Recognise their individuality, personal qualities and strengths, skills, achievements, interests and identify personal goals.	personality, hobbies or lifestyle. For example, a person may aspire to become more confident or eat a healthier diet. Outline aspirations and ways to achieve them, including how to manage setbacks.	sharing ideas and expertise, compromising, completing their roles effectively and making joint decisions. Demonstrate how people can work collaboratively to achieve shared goals.	New challenges might include overcoming a fear of heights, spending time away from family members, asking for further help or taking part in a new activity. Understand the importance of facing new challenges to achieve a goal or an aspiration and how to manage setbacks and reframe unhelpful thinking.
Processes  race	Environment	* The local environment can be improved by the people that look after it. This might include picking up litter, planting wildflowers and trees to encourage wildlife and walking rather than travelling by car. The local area can be harmed by air pollution from car emissions and smoke, litter, graffiti and dog fouling. Recognise how people have a responsibility to care for their local, natural	*It is important to care for living things and the local, natural and built environment. Some strategies that can be used to care for the environment include recycling, avoiding using disposable products, growing fruit and vegetables, reusing materials, walking or cycling instead of travelling by car, turning off lights when they are not needed and conserving water. Demonstrate the strategies and skills	*There are many factors that can affect people's access to resources (wealth, age, disabilities, education, ethnicity, gender and geographic location). There are services available to help people that struggle to access resources. For example, WaterAid provides clean water to poor communities and the British Red Cross provides healthcare services to those in need. Explain why people in different countries do not have	*Resources, such as clean water, food, housing and medical services, can be interrupted due to wars or natural disasters. Lack of access to these resources can cause starvation, the spread of disease, poverty and homelessness. Describe how interrupted access to resources can affect individuals or communities.	*There is an uneven allocation and distribution of resources across the world. Trade agreements can help with resource allocation but do not always benefit all countries. Recognise that resources can be allocated in different ways and that this can affect individuals and communities.	*Globalisation is the increase of trade around the world. There are some advantages, such as increased employment and fair trade. For example, the Fairtrade Foundation works to give farmers a fair price for products, giving opportunities to improve living standards, gain a stronger position in the global market and invest in local communities. There are also some disadvantages of



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		and built environments.	needed to care for living things and their local, natural and built environments, including conserving energy.	access to the same resources, and how people with few resources are helped.			globalisation, such as pollution and the loss of indigenous peoples' culture and land. Debate the advantages and disadvantages of globalisation.
Creativity  gender reassignment sexual orientation	Vocabulary	* Good feelings can be described as happy, glad, joyful, loved, cheerful and content. Not so good feelings may be sad, upset, miserable, scared, frightened, worried, tired and angry. It is important to be able to express feelings to others, understand that feelings are normal and work out strategies for managing them. Select vocabulary to describe feelings.	* Having different feelings is a normal part of life and people react to their feelings in different ways. There are many strategies for managing feelings, such as resting, spending time with family or friends, taking a deep breath, moving away from the situation and calming down before trying to discuss the cause of feeling angry. Discuss good and not so good feelings and develop simple strategies for managing feelings.	* A habit is something helpful or harmful that a person does regularly. Habits can be difficult to break because they may have advantages, rewards or enjoyable consequences. For example, exercising regularly is helpful and becomes a habit because people enjoy the health benefits. Smoking is a harmful habit that is addictive because cigarettes contain nicotine. Explain the term 'habit' and recognise why habits are hard to change.	* A risk is the possibility that something bad or unpleasant might happen. A danger is the possibility that something or someone might be harmed. A hazard is something that is dangerous and likely to cause damage. Describe the difference between the terms 'risk', 'danger' and 'hazard'.	* Interest is added to an amount of money that has been borrowed. A loan is money that has been borrowed and must be paid back. A debt is a sum of money that is owed to someone else. Tax is a direct payment to the government, usually taken out of a monthly salary. Recognise the difference between the concepts of 'interest', 'loan', 'debt' and 'tax'.	* The sex of a person is whether they are male or female based on their reproductive system. Gender identity is a personal sense of gender, irrespective of the biological sex of the person. Sexual orientation refers to the gender to which a person is attracted. It includes being heterosexual (attracted to people of the opposite gender), homosexual (attracted to people of the same gender) or bisexual (attracted to people of both genders). Recognise the difference between and the terms associated with biological sex, gender



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							identity and sexual orientation.
	Speaking, listening and sharing	* It is important to get along with other people. Listening to other people's points of view and compromising are essential skills in working and playing cooperatively. Listen to other people and play and work cooperatively.	* People have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships. Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class.	* Using specific vocabulary (slightly frustrated, completely let down or very isolated) can describe the range and intensity of feelings to others. Extend their vocabulary to explain the range and intensity of their feelings to others.	* People's thoughts, feelings and responses to a circumstance or event may be different. It is sometimes important to challenge others' points of view in a calm, fair, well-mannered and constructive way. Listen and interpret other people's feelings and opinions and try to understand, respect and constructively challenge others' points of view.	* Disputes and conflicts are disagreements between people with opposing views. Strategies to resolve disputes can include identifying the problem, choosing and implementing a course of action and evaluating the outcome. Choose appropriate strategies to resolve disputes and conflict.	* Constructive feedback is supportive guidance that is given to help people strengthen their areas for development. Strategies for providing constructive feedback include giving a 'feedback sandwich' (positive comment, area for improvement and positive comment), using the passive voice and giving specific areas for improvement. Explain the benefits of giving and receiving constructive feedback and support.
Investigation disability gender reassignment race religion / belief sexual orientation	Issues, evidence and ideas	* People can be unkind sometimes. It is important not to be unkind in return. Try to keep calm and consider other people's points of view. Respond by discussing the problems and seek help from a trusted adult if unable to solve them. Identify times	* Rules are needed to help people live and work together safely and effectively. They should be decided on and agreed to as a group. They involve how people should behave, treat other people, treat other people's possessions and keep themselves	* There are many ways to resolve differences with others. These include looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. Demonstrate ways to resolve differences.	* Interdependence means depending on each other. Members of the school community need to listen and respond to each other constructively and positively, treating each other with kindness and respect. Discuss the	* A debate is a serious discussion of a subject in which many people take part. In a debate, facts and opinions are used to support a viewpoint. Topical issues might include global warming or whether a school uniform should be worn. Debate topical	*A stereotype is a prejudged belief about a particular person or group of people that is made without knowing them. Forming stereotypes of people can be hurtful and may lead to bullying and hate crimes. Recognise and challenge stereotypes.



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		when people are unkind and understand how to respond, including online.	and their environment safe and clean. Construct and follow group, class and school rules and understand how these rules help individual pupils and the school community.		interdependence of members of the school community.	issues, problems and events that are of concern to them as individuals and to society.	
	Media	* Media is any way of getting news. It can include newspapers, the internet, magazines, television or radio. The internet and digital devices can be used safely to find things out and to communicate with others. Identify different types of media and how it is used in everyday life.	* The media can influence how people feel and behave. For example, a news report about the effects of littering might encourage people to put litter in the bin or recycle. Not all information seen in the media is true and sometimes people may not be who they appear to be. Recognise that the media can influence personal views, feelings and behaviour.	* Adverts attempt to make people buy products by influencing their views, feelings and behaviour. Words, images, music, design, slogans and promises are devices that are used in advertising to influence people. Discuss how advertising can influence personal views, feelings and behaviour, including those about unhealthy foods, drugs, smoking, vaping and alcohol.	* Images in the media can be manipulated and selected to give a false reality, such as having smoother skin or a different body shape. This can affect how some people feel about themselves and they may aspire to look that way in real life. Explain how images in the media and online do not always reflect reality and can affect how people feel about themselves.	* The media can inform the public about important issues but may present an unbalanced view or give mixed messages. This can influence people's views, feelings and behaviour. Critique how the media presents information, including mixed messages about drugs, alcohol and smoking or vaping.	* Information presented on social media may be untrue, exaggerated or written to create a response. For example, 'flaming' is writing deliberately offensive comments to provoke reactions in others. It is used by some people on social media to create arguments and controversy. Explain how information contained in social media can misrepresent or mislead and how information can be targeted at specific individuals based on previous search history.
Materials age	Consumers	* Some everyday products in our homes can be harmful if not	* Money plays an important role in people's lives. People	* Enterprise education is giving children the opportunity to practise	* People have access to different amounts of money depending on	* Managing money involves budgeting so that there is enough	* Some substances and drugs are legal to possess and use



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		<p>used properly. These include: medicines; cleaning products, such as bleach and washing powder and pesticides. It is important not to touch these products and only use them under adult supervision when necessary. Recognise that household products, including medicines, can be harmful if not used properly.</p> <p>* A need is something that is needed for survival, such as access to food and water. A want is something that people desire to have, that they may, or may not, be able to obtain. Recognise the difference between needs and wants.</p>	<p>earn money by having a job and spend money on housing, food and entertainment. Many people have a bank account where their money is kept safe. Describe the role that money plays in people's lives, including sources of money, how to keep money safe, choices about spending or saving money and what influences those choices.</p> <p>*People sometimes put substances onto or into their bodies. They can make the person feel good or not so good. Sometimes these substances are harmful. Identify that there are harmful substances that people can put into their body or on their skin.</p>	<p>using the skills and qualities that are needed when running a business. These skills and qualities include creativity, decision making, initiative, risk management, problem solving, positive attitude, independence, communication and cooperation. Demonstrate the skills needed to succeed in enterprise education.</p>	<p>their age, employment and family circumstances. Money is important as it pays for housing, food, clothing and entertainment. People's spending decisions can affect others and the environment. Examine the role that money plays in the lives of children and adults today.</p>	<p>money to buy essentials, spending wisely and avoiding debt. A critical consumer researches goods, ensures that the price is fair, reads reviews and questions claims made in advertising. Explain how to manage money and the importance of being a critical consumer.</p>	<p>(tobacco and alcohol) and others are illegal to possess and use. Some people choose to use drugs, while others do not. There are organisations that can support people concerning alcohol, tobacco, nicotine and other drugs. Identify which commonly available substances, legal drugs (alcohol, tobacco, e-cigarettes and energy drinks) and illegal drugs can risk their immediate and future health and safety.</p> <p>* Gambling is taking part in a game in which you risk your own money in order to win more money or a prize. Gambling includes scratch cards and horse racing. Gambling can develop into an unhealthy obsession and can have serious consequences on people's health, wellbeing, emotions and future aspirations.</p>
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							There is support available for people struggling with gambling problems. Identify the risks of online gaming and gambling, the different ways that money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.
<p>Nature</p> <p>age</p> <p>disability</p> <p>gender</p> <p>reassignment</p> <p>race</p> <p>religion / belief</p> <p>sex</p> <p>sexual orientation</p>	<p>Rights of others</p>	<p>* Rights are things to which all people are entitled. These include the right to life, food, water, housing, protection and sharing our opinions. We are all responsible for protecting these rights. Recognise that people and other living things have rights.</p>	<p>* People's behaviour can affect others in both positive and negative ways and can also affect people's rights. It is important to always consider the effect of behaviour on others. For example, shouting out in class prevents others from learning. Recognise that a person's behaviour, both positive and negative, can directly affect the rights of others.</p>	<p>* Human rights are entitlements that belong to everybody. They include the right to have and express an opinion, to an education, to a private and family life, to vote and not to be mistreated or wrongly punished. Identify and discuss the implications of human rights and understand that they belong to everybody.</p>	<p>* Human rights can be breached in a variety of ways, such as unfair treatment and the inability to express an opinion or vote. This can have a negative effect on people's everyday lives and their physical, emotional and mental health. Discuss the consequences of breaching human rights.</p>	<p>* Absolute human rights can never be interfered with, such as the right not to be hurt or tortured. Limited human rights come with exceptions, such as the right to liberty, which can be lawfully restricted. Qualified human rights can be interfered with by a government under special circumstances and when it is necessary for a democratic society, such as the right to peaceful assembly can be overridden when necessary to calm a</p>	<p>* Human rights were set out in 1948 by the member countries of the United Nations to ensure that the atrocities of the Holocaust never happened again. The Human Rights Act 1998 was passed by parliament to put the European Convention on Human Rights into British law. Explain where human rights came from and that there are laws to protect human rights in the UK.</p>



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						riot. Recognise that human rights can be 'absolute', 'limited' or 'qualified' in certain circumstances.	
Place and space  age disability gender reassignment pregnancy race religion / belief sex sexual orientation	Diversity	<p>* Unique means being the only one existing of its type. Every person in the world is unique as there is only one of them. There are some things that many people have, such as two legs, two arms, two eyes, a nose and a mouth. There are also many differences between people, such as appearance, thoughts, feelings, family and friends. It is these things that make us unique. Recognise that each person is unique and that there never has been and never will be another 'them'.</p> <p>* There are many different jobs that people can do within the community and the wider world. Recognise that they are many</p>	<p>* People have many similarities and differences. These can include family background, school, appearance, community, religious beliefs, culture and life experiences. All people, including themselves, should be treated with kindness, compassion, courtesy, manners and respect, regardless of differences. Identify the similarities and differences between people and give some examples of the ways in which people can be similar or different.</p> <p>* There are many different jobs within the community and the wider world. Different jobs require different personal strengths and interests. Recognise</p>	<p>*Different family structures include single parents, same-sex parents, step-parents, blended families, foster parents and adopted parents. A positive family life has caring relationships. Recognise that families can look different from their own but all families should care for one another.</p> <p>*An identity is who a person is or their qualities. National identity means belonging to a nation or country, such as being English or Indian. A regional identity means belonging to a part of a country. A religious identity means belonging to a religion, such as Buddhism or Islam. An ethnic identity is a sense of belonging</p>	<p>* Marriage is a commitment freely entered into by two people. Each person makes promises that are legally binding. A civil partnership is a legal relationship between two people that gives them the same rights as people who are married. It is also important to remember that people can have committed relationships without going through a legal marriage or civil partnership ceremony. Recognise that civil partnerships and marriages are examples of a public demonstration of the commitment made between two people who love and care for each other, want to spend their lives together and who are</p>	<p>* Nobody should marry if they are not making the decision freely or if they do not want to marry. Forcing anyone to marry is a crime. Support is available from charities and helplines. Recognise that forcing anyone to marry is a crime and that support is available to prevent forced marriage.</p> <p>*Stereotypes and prejudices can be challenged peacefully and constructively. Stereotyping can be spoken or implied, for example, using 'All...' or 'Every...' Challenge their own and others' stereotyping or prejudiced viewpoints.</p> <p>*Some jobs are paid more than others. Money is a factor that can influence a person's job or career</p>	<p>* Different family structures include single parents, same-sex parents, step-parents, blended families, foster parents and adopted parents. Families of all types can give family members love, security, stability and commitment. Recognise and respect that there are different types of family structure and that regardless of structure, a healthy family life has common characteristics.</p> <p>* Negative impacts of stereotyping and prejudice can lead to personal and social damage. Explain and offer a considered viewpoint on the negative impacts of prejudice and stereotyping on</p>



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		<p>different jobs that people can do.</p>	<p>that there are different jobs that people they know or people who work in the community do.</p>	<p>based on a person's cultural heritage, traditions, language and ancestry, such as indigenous peoples (people who were the original settlers of a place). Describe and reflect upon some of the similarities and differences between the social, religious or cultural aspects of different communities.          * There are many different types of job, which each require different skill sets. Often, people have more than one career or job in a lifetime. Some jobs are paid more than others. Describe a broad range of different jobs or careers that people can have and the skills needed for a range of different roles.</p>	<p>of the legal age to make that commitment. People can have committed relationships without going through a legal marriage or civil partnership ceremony and may also live apart.          * Prejudice is a preconceived opinion that is not based on reason or actual experience. A stereotype is an oversimplified image or idea of a particular type of person or thing. Explain and understand the meaning of the terms 'prejudice' and 'stereotype' and begin to recognise the negative consequences of both.          *Routes into careers and jobs include college, university and apprenticeships. Stereotypical assumptions based around gender, race, culture and economics, for example, may deter</p>	<p>choice. Some people choose to work in the voluntary sector and receive no pay for their work. Describe a range of different jobs and recognise that some jobs are paid more than others.</p>	<p>communities and individuals.          * Many factors influence people's decisions about a job or career, such as personal interests and values, family connections to certain trades or businesses, strengths and qualities. Stereotypes should not prevent aspiration to certain jobs. Often, people have more than one career or job in a lifetime. Identify what kind of job or career they might like to do in the future and how they might achieve this goal, including skill development.</p>
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					people from pursuing a particular route. Recognise that there are different routes into careers and jobs, and that some stereotypical assumptions can deter people from pursuing certain routes and jobs.		
	Place in the world	* Contributing to the life of the class and school could include joining a club or school team, taking part in a concert or play, volunteering as a playtime buddy or classroom helper and following the class and school rules. Describe how they can contribute to the life of the class and school.	* Children belong to several different communities, including class, school, family, sports teams and faith groups. Recognise that they belong to different groups and communities.	* A person has responsibilities (jobs or duties) and rights (entitlements that everyone has) at home, at school, in the community and towards the environment. For example, at school, children have a responsibility to follow the school's rules and a right to be treated fairly by teachers and other children. Recognise that they have different rights and responsibilities at home, at school, in the community and towards the environment, and develop skills to	*Most activities have some element of risk. It is important to assess the risks involved and manage them appropriately. For example, this may include wearing a cycling helmet and high visibility jacket when cycling. Predict and assess risks in different situations and decide how to manage risk.	*Rules and laws are made to protect members of society. Different rules and laws are needed in different situations. For example, there are laws surrounding the possession, use and selling of illegal drugs. There are consequences of not following rules and laws, such as fines or imprisonment for breaking different laws. Recognise how and why rules and laws that protect them and others are made and enforced.	* It is a shared responsibility to protect all living things and the environment. People's everyday choices and spending decisions can affect others and the environment, for example, buying fair trade products or single-use plastics and shopping in charity shops. Explain the importance of having compassion and a shared responsibility towards others, all living things and in protecting the environment.



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				exercise these responsibilities.			
<p>Comparison</p> <p>disability</p> <p>gender</p> <p>reassignment</p> <p>race</p> <p>religion / belief</p> <p>sex</p> <p>sexual orientation</p>	<p>Compare and contrast</p>	<p>* A surprise is something unexpected. This might be a nice surprise, like a birthday party or a present, or not a nice surprise, like falling over in the playground. A secret is something private to the individual. However, if the secret makes them feel sad or scared, they should share it with a trusted adult. Identify the differences between surprises and secrets and recognise that some secrets shouldn't be kept.</p>	<p>* Some things are unfair, unkind or wrong. It is important to recognise these situations and know how to act in a compassionate way. Recognise what is fair and unfair, kind and unkind, right and wrong.</p>	<p>* Some information must be kept confidential or secret. For example, it is important not to share personal information online. Some secrets need to be shared with a trusted adult if they make the person feel uncomfortable, anxious or afraid. For example, children should tell a trusted adult if they are being bullied. Discuss the concept of keeping something confidential or secret, when a secret should be kept and when it is right to break a confidence or share a secret.</p>	<p>* Some of the factors that result in similarities and differences between people include family background, culture, ethnicity, race, religious belief, age, sex, gender and disability. Recognise that similarities and differences between people arise from several factors.</p>	<p>*Every person is unique, which means that there is only one of them. This is because each individual has their own culture, ethnicity, set of experiences, values, beliefs, qualities, skills and talents. Describe how our differences make us unique and identify personal qualities, strengths, skills, achievements and individuality.</p>	<p>*Diverse means showing a great deal of variety. Communities are made up of a diverse range of people that bring their own cultural influences, interests, celebrations and skills. Recognise how a place is enriched by the diversity of the people that live there.</p>
<p>Significance</p> <p>age</p> <p>disability</p> <p>gender</p> <p>reassignment</p> <p>pregnancy</p> <p>race</p> <p>religion / belief</p>	<p>Significant people</p>	<p>*Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers. People can be special for providing love, security and stability</p>	<p>* Special people who work in the community to help and protect people include police officers, firefighters and healthcare workers. They can be contacted in an emergency by dialling 999 or 112. Recognise</p>	<p>*There are many types of relationship. An acquaintance is someone that a person has met but does not know well. A friend is a person that someone knows well and likes but is not usually part of their family. A</p>	<p>*A positive, healthy relationship is one that is honest, inclusive, equal, supportive, caring and respectful of privacy and boundaries. Healthy relationships should not make people feel lonely or excluded.</p>	<p>* Personal boundaries may relate to the physical contact, intellectual, emotional, social or spiritual aspects of life. Each person can set and keep these boundaries and permission should be sought in different</p>	<p>* The amount and type of information shared can be different depending on the relationship that individuals have with each other. There are strict rules regarding the sharing of personal information, including</p>



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<p>sex sexual orientation</p>		<p>and have a special place in someone's life for many different reasons. All people should be treated with love and respect, including love and respect for themselves. Identify special people, what makes them special and how they should be treated.</p>	<p>that there are special people who work in the community, who are responsible for keeping us healthy, helping or protecting people and can be contacted if help is needed.</p>	<p>relative is a person who is a member of someone's family. A family is a group of people who are related to each other, such as a mother, grandfather and child. Define different types of relationship.</p>	<p>Demonstrate what constitutes a positive, healthy relationship.</p>	<p>situations. There are places to report concerns if worried about their own or someone else's personal safety, including online. Recognise that all people have personal boundaries and the right to privacy.</p>	<p>images. Everyone has the right to privacy and permission should be sought in different situations. Identify what individuals are willing to share with people, including friends, family, classmates and others. Understand the importance of permission seeking in different situations.</p>
	<p>Relationships</p>	<p>* Trusted adults look after children and keep them safe. To help them to do this, it is important for children to listen to advice and do as they are told. Children also need to tell trusted adults if they feel worried or scared about anything so that help can be given. Identify ways that they can help the people who look after them, including family and school staff, to protect them more easily. * You can make friends in different ways, such</p>	<p>* There are ways of resolving arguments between friends positively, for example, taking time apart to calm down, talking about feelings, accepting that others have different opinions and making compromises. They can also ask for help from others if the friendship is making them unhappy. Identify different strategies to resolve arguments between friends. * In different situations, it is important to know the</p>	<p>* Friendships can change over time as people grow up and their interests and opinions change. It can be beneficial to have different types of friends. Recognise that friendships can change over time. * Children can help trusted people (family members, teachers and others in a caring role) to keep them healthy and safe by asking for help, sharing worries, resisting pressure, avoiding unnecessary risks and taking responsibility for</p>	<p>* A relationship can be unhealthy if it makes an individual feel anxious, excluded, lonely, confused, uncertain or unsafe. Support is available from a variety of sources, including parents, trusted relatives, teachers and agencies, such as the NSPCC and Childline. Recognise ways in which a relationship can be unhealthy and who they should talk to if they need support.</p>	<p>* Some images are not appropriate to request or share. There are rules surrounding the distribution of images. If a request makes them feel uncomfortable or concerned, they should seek help from a trusted adult. Recognise ways to manage requests for personal images or images of others.</p>	<p>* Friendships can change over time as people grow up and their interests and opinions change. If a friendship is no longer positive, inclusive and healthy, help can be sought, strategies can be used to resolve the problems or new friends can be made. Recognise that friendships can change over time as we grow up and move on. * Pressure to behave in unacceptable, unhealthy or risky ways can come from various sources, such as</p>



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		as at school, at home, online or on holiday. The characteristics of a good friendship include being kind, sharing, being a good listener, mutual respect, truthfulness, loyalty, trustworthiness, shared interests, respecting boundaries, caring and making someone feel better when they are feeling sad, isolated, lonely or have a problem or difficulty. Recognise the importance of friendship and that there are different ways of making friends.	appropriate response. For example, following online and road safety rules, listening to a trusted adult and knowing who to call in an emergency. Secrets do not need to be kept, even if they have promised. Recognise that they share responsibility for keeping themselves and others safe.	their behaviour. Demonstrate how they can help the people who are responsible for them to keep them healthy and safe.			friends, family and social media. There are strategies to resist pressure, such as saying no, keeping eye contact, using mobile phones responsibly and walking away. Explain where the pressure to behave in unacceptable, unhealthy or risky ways can come from and how to withstand that pressure.
Change  age disability gender reassignment pregnancy religion / belief sex sexual orientation	Life changes	* Change is a natural part of life. Changes include: bodily changes; school changes, such as moving class or family changes, such as moving house or a new baby arriving. People suffer losses, such as friends leaving, toys going missing and pets dying. Recognise that	* Loss can result in some negative emotions, including anger, sorrow and guilt. Change can cause mixed emotions, such as excitement, anticipation, anxiety and fear. It is important to recognise that these are normal feelings and talking with friends and family	* Life changes are inevitable, can be positive or negative or can impact on mental and physical health. They can teach us resilience and strategies for dealing with change, including talking about feelings. Describe strategies for managing life changes, such as moving classes,	* Separation is an arrangement when two married people stop living together as a couple. Divorce is an official, legal process that ends a marriage. These can create a variety of life changes, including loss of family life, change of home, exposure to negative emotions in others and	* It is normal that the death of a close family member or friend can affect all aspects of life. Grief is an emotion of great sadness. It can be long lasting but can ease with time and support. Outline how the death of a person can affect all aspects of life and create acute feelings of grief.	* Transition to secondary school can create positive and negative feelings that can be managed using different strategies. These include: finding out information about transition; visiting the school; building up self-esteem and resilience and talking to friends, family and



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		time moves forward, and changes happen over time, including physical and emotional changes.	can help. Describe the effects of loss and change.	schools, key stages, homes and how growing up provides life experiences from which we can learn.	feelings of sadness or anger. Recognise that separation or divorce can create a variety of life changes that can affect mental and emotional health.		teachers. Analyse and develop strategies to manage feelings during transition to secondary school.
	Physical development	* People grow from being babies to toddlers, then children, adolescents, adults and elderly people. As people grow older, they have more responsibilities, such as having a job, buying a house, looking after children and elderly parents. Identify the stages that people go through as they grow older and recognise that their responsibilities, needs and lifestyles change over time.	* The human body is made up of many different parts. Some of these are the same in boys and girls: head, eyes, ears, nose, mouth, neck, shoulders, arms, hands, chest, tummy, legs, ankles and feet. Some of these are different in boys and girls: boys have testicles and a penis and girls have a vagina. Recognise the names for the main parts of the body (including external genitalia) and the body similarities and differences between boys and girls.	* All people have similarities and differences in their physical appearance. Differences may be related to age, biological sex, gender, disability, culture or race. Explore physical differences between people.	* Independence means the ability to live your life without being helped or influenced by other people. Responsibility means that something is your job or duty. Independence and responsibility include decision making, resisting peer pressure, keeping focused and keeping safe. Recognise that growing up brings increasing independence and responsibility.	*The physical changes associated with puberty include growth, spots, pubic hair growth, facial hair growth in boys and menstruation in girls. The emotional changes associated with puberty include mood swings and extreme emotional reactions. Describe the physical and emotional changes associated with puberty.	* A female egg is fertilised by a male sperm cell and the fertilised egg then divides many times and forms into a baby over nine months. There are methods available for preventing pregnancy. Describe the changes that happen during reproduction and pregnancy.