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|  | **EYFS** |
| **LEARNING PROGRESSION** |
| **Nursery (3-4 year olds)** | **Reception** |
| **Birth to 3 years** | **3-4 year olds** | **Reception** | **ELG** |
|  **CORE 1 - Health & Wellbeing**  |  | **HW1**: Start to eat independently and learning how to use a knife and fork.  | **HW5**: Know and talk about the different factors and support their overall health and wellbeing; * Regular physical activity
* Healthy Eating
* Tooth Brushing
* Sensible amounts of screen time.
* Having a good sleep routine
* Being a safe pedestrian
 | Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |
|  | **HW2:** Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.  | **HW6:** Further develop the skills they need to manage the school day successfully. * Lining up and queuing
* Mealtimes
* Personal Hygiene
 | Negotiate space and obstacles safely, with consideration for themselves and others. |
|  | **HW3:** Being increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. |  |  |
|  | **HW4:** Make healthy choices about food, drink, activity and tooth brushing. |  |  |



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| **Nursery** | **Reception** |
| **Birth to 3 years****(Statements Taken From The CFLP EYFS Progression Document)** | **3-4 year olds** | **Reception** | **ELG** |
| **CORE 2 - Relationships**  | Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. | **R1:** Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.  | **R15:** Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.  | Hold conversation when engaged in back and forth exchanges with their teachers and peers.  |
| Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front | **R2:** Can start a conversation with an adult or a friend and continue it for many turns.  | **R16:** Develop social phrases.  | Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  |
| Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. | **R3:** Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  | **R17**: See themselves as a valuable individual  | Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  |
| Safely explore emotions beyond their normal range through play and stories | **R4:** Develop their sense of responsibility and membership of a community.  | **R18:** Build constructive and respectful relationships.  | Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  |
| Be increasingly able to talk about and manage their emotions | **R5:** Become more outgoing with unfamiliar people in the safe context of their setting.  | **R19:** Express their feelings and consider the feelings of others.  | Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas and actions.  |
|  | Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...” | **R6:** Show more confidence in new social situations.  | **R20:** Show resilience and perseverance in the face of challenge.  | Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  |
|  |  | **R7:** Play with one or more other children, extending and elaborating play ideas.  | **R21:** Identify and moderate their own feelings socially and emotionally.  | Explain the reasons for rules, know right from wrong and try to behave accordingly.  |
|  |  | **R8:** Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas.  | **R22:** Think about the perspectives of others.  | Work and play cooperatively and take turns with others.  |
|  |  | **R9:** Increasingly follow rules, understanding why they are important.  | **R23:** Manage their own needs.  | Form positive attachments to adults and friendships with peers.  |
|  |  |  **R10:** Do not always need an adult to remind them of a rule. | **R15:** Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.  | Show sensitivity to their own and other’s needs.  |
|  |  | **R11:** Develop appropriate ways of being assertive.  | **R16:** Develop social phrases.  | Hold conversation when engaged in back and forth exchanges with their teachers and peers.  |
|  |  | **R12:** Talk with others to solve conflicts.  | **R17**: See themselves as a valuable individual  | Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  |
|  |  | **R13:** Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  | **R18:** Build constructive and respectful relationships.  | Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  |
|  |  | **R14:** Begin to understand how others might be feeling.  | **R19:** Express their feelings and consider the feelings of others.  | Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  |
|  |  |  | **R20:** Show resilience and perseverance in the face of challenge.  | Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas and actions.  |
|  |  |  | **R21:** Identify and moderate their own feelings socially and emotionally.  | Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  |
|  |  |  | **R22:** Think about the perspectives of others.  | Explain the reasons for rules, know right from wrong and try to behave accordingly.  |
|  |  |  | **R23:** Manage their own needs.  | Work and play cooperatively and take turns with others.  |
|  |  |  |  | Form positive attachments to adults and friendships with peers.  |
|  |  |  |  | Show sensitivity to their own and other’s needs.  |



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| **CORE 3 –LIVING IN THE WIDER WORLD** | Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. | **LWW1:** Begin to make sentence of their own life-story and family history.  | **LWW5:** Talk about members of their immediate family and community.  | Talk about the lives of people around them and their roles in society. |
|   | **LWW2:** Show interest in different occupations.  | **LWW6:** Name and describe people who are familiar to them.  |  |
|  | **LWW3:** Continue to develop positive attitudes about the differences between people.  | **LWW7:** Recognise that people have different beliefs and celebrate special times in different ways.  |  |
|  | **LWW4:** Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  |  **LWW5:** Talk about members of their immediate  family and community.  |  |
|  |  |  **LWW6:** Name and describe people who are  familiar to them.  |  |



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|  | **Key Stage 1** |
| **LEARNING PROGRESSION** |
| **CORE 1 – HEALTH & WELLBEING** | H1. about what keeping healthy means; different ways to keep healthy | H4. about why sleep is important and different ways to rest and relax |
|  H2. about foods that support good health and the risks of eating too much sugar  | H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy  |
| H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday  | H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health  |
| H5. simple hygiene routines that can stop germs from spreading | H16. about ways of sharing feelings; a range of words to describe feelings  |
| H8. how to keep safe in the sun and protect skin from sun damage | H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) |
|  H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV |  H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good  |
|  H10. about the people who help us to stay physically healthy | H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it  |
| H11. about different feelings that humans can experience | H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better |
|  |  H12. how to recognise and name different feelings  | H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) |
|  | H13. how feelings can affect people’s bodies and how they behave  |  H26. about growing and changing from young to old and how people’s needs change |
|  | H14. how to recognise what others might be feeling  |  H27. about preparing to move to a new class/year group |
|  | H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things  | H28. about rules and age restrictions that keep us safe |
|  | H21. to recognise what makes them special  |  H29. to recognise risk in simple everyday situations and what action to take to minimise harm  |
|  | H22. to recognise the ways in which we are all unique  | H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)  |
|  | H23. to identify what they are good at, what they like and dislike | H31. that household products (including medicines) can be harmful if not used correctly  |
|  | H24. how to manage when finding things difficult | H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely  |
|  | H28. about rules and age restrictions that keep us safe | H33. about the people whose job it is to help keep us safe  |
|  | H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them | H35. about what to do if there is an accident and someone is hurt  |
|  |  | H36. how to get help in an emergency (how to dial 999 and what to say) |
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|  | **Key Stage 1** |
| **LEARNING PROGRESSION** |
| **CORE 2 - RELATIONSHIPS** | R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives | R6. about how people make friends and what makes a good friendship |
|  R2. to identify the people who love and care for them and what they do to help them feel cared for  | R7. about how to recognise when they or someone else feels lonely and what to do |
| R3. about different types of families including those that may be different to their own  | R8. simple strategies to resolve arguments between friends positively |
| R4. to identify common features of family life | R9. how to ask for help if a friendship is making them feel unhappy |
| R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried | R24. how to listen to other people and play and work cooperatively  |
| R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online  | R6. about how people make friends and what makes a good friendship |
|  | R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private  | R7. about how to recognise when they or someone else feels lonely and what to do |
|  | R15. how to respond safely to adults they don’t know  | R11. about how people may feel if they experience hurtful behaviour or bullying  |
|  | R16. about how to respond if physical contact makes them feel uncomfortable or unsafe  | R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult |
|  | R17. about knowing there are situations when they should ask for permission and also when their permission should be sought  | R14. that sometimes people may behave differently online, including by pretending to be someone they are not  |
|  | R21. about what is kind and unkind behaviour, and how this can affect others  | R18. about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually)  |
|  | R22. about how to treat themselves and others with respect; how to be polite and courteous  | R19. basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe  |
|  |  | R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard |
|  |  | R23. to recognise the ways in which they are the same and different to others  |
|  |  | R24. how to listen to other people and play and work cooperatively  |
|  |  | R25. how to talk about and share their opinions on things that matter to them |

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|  | **Key Stage 1** |
| **LEARNING PROGRESSION** |
| **CORE 3 – LIVING IN THE WIDER WORLD** | L1. about what rules are, why they are needed, and why different rules are needed for different situations | L2. how people and other living things have different needs; about the responsibilities of caring for them  |
| L2. how people and other living things have different needs; about the responsibilities of caring for them  | L4. about the different groups they belong to |
| L3. about things they can do to help look after their environment | L5. about the different roles and responsibilities people have in their community  |
| L7. about how the internet and digital devices can be used safely to find things out and to communicate with others  | L6. to recognise the ways they are the same as, and different to, other people |
| L8. about the role of the internet in everyday life  | L8. about the role of the internet in everyday life  |
| L14. that everyone has different strengths  | L9. that not all information seen online is true |
|  | L16. different jobs that people they know or people who work in the community do  | L10. what money is; forms that money comes in; that money comes from different sources  |
|  | L17. about some of the strengths and interests someone might need to do different jobs | L11. that people make different choices about how to save and spend money  |
|  |  | L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want  |
|  |  | L13. that money needs to be looked after; different ways of doing this |
|  |  | L15. that jobs help people to earn money to pay for things |



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|  | **Key Stage 2** |
| **LEARNING PROGRESSION** |
| **CORE 1 – HEALTH & WELLBEING** | H1. how to make informed decisions about health | H2. about the elements of a balanced, healthy lifestyle  |
| H2. about the elements of a balanced, healthy lifestyle  | H5. about what good physical health means; how to recognise early signs of physical illness |
| H3. about choices that support a healthy lifestyle, and recognise what might influence these  | H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) |
| H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle  | H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction  |
|  | H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.  | H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene  |
|  | H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle  | H34. about where to get more information, help and advice about growing and changing, especially about puberty |
|  | H17. to recognise that feelings can change over time and range in intensity  |  |
|  | H18. about everyday things that affect feelings and the importance of expressing feelings  | H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed  |
|  | H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; | H38. how to predict, assess and manage risk in different situations |
|  | H27. to recognise their individuality and personal qualities  | H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) |
|  | H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth  | H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break |
|  | H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking |  |
|  | H38. how to predict, assess and manage risk in different situations |  |
|  | H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe |  |
|  | H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about |  |



**PSHRE Curriculum Progression**



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|  | **Key Stage 2** |
| **LEARNING PROGRESSION** |
| **CORE 2 - RELATIONSHIPS** | R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) | R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing  |  |
| R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another  | R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships |  |
| R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability  | R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face |  |
| R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty  | R13. the importance of seeking support if feeling lonely or excluded |  |
| R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice |  R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary |  |
| R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  | R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  |  |
|  | R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);  | R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns  |  |
|  | R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know  | R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret  |  |
|  | R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online  | R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this  |  |
|  | R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online  | R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background  |  |



**PSHRE Curriculum Progression**



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|  | **Key Stage 2** |
| **LEARNING PROGRESSION** |
| **CORE 3 – LIVING IN THE WIDER WORLD** | L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws  | L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others  |
| L2. to recognise there are human rights, that are there to protect everyone | L6. about the different groups that make up their community; what living in a community means  |
| L3. about the relationship between rights and responsibilities  | L7. to value the different contributions that people and groups make to the community  |
| L11. recognise ways in which the internet and social media can be used both positively and negatively  | L13. about some of the different ways information and data is shared and used online, including for commercial purposes  |
| L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results | L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information  |
|  | L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes | L17. about the different ways to pay for things and the choices people have about this |
|  | L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life  | L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) |
|  | L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them  | L20. to recognise that people make spending decisions based on priorities, needs and wants |
|  | L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation | L21. different ways to keep track of money  |