



Primary PSHE Progression Map

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Aut 1</b>	Transition to Year 1 (Relationships)	Identity and Difference (Living in the Wider World)	British Values (Living in the Wider World)	Supporting the Community (Living in the Wider World)	Building your Career (Living in the Wider World)	Relationships with Money (Living in the Wider World)
<b>Aut 2</b>	Healthy Lifestyles (Health and Wellbeing)	Healthy Eating (Health and Wellbeing)	Jobs and Personal Goals (Living in the Wider World)	Making decisions about money (Living in the Wider World)	Protecting The Environment (Living in the Wider World)	Online Safety - review (see computing)
<b>Spr 1</b>	Living in the Community (Living in the Wider World)	Feelings and Emotional Wellbeing (Health and Wellbeing)	Recognising and Dealing with Bullying (Health and Wellbeing)	Respectful Relationships (Relationships)	Looking After Yourself (Health and Wellbeing)	Harmful Substances (Health and Wellbeing)
<b>Spr 2</b>	Jobs in the community (Living in the Wider World)	Looking After Money (Living in the Wider World)	Healthy Eating Choices (Health and Wellbeing)	Dealing with Injury (Health and Wellbeing)	Taking Care of the Body (Health and Wellbeing)	Transition to Year 7 (Living in the Wider World)
<b>Sum 1</b>	Special People (Relationships)	Harmful Substances (Health and Wellbeing) Respecting Similarities and Difference (Relationships)	Healthy and Unhealthy Friendships (Relationships)	Online Safety - review (see computing)	Respectful Relationships and Discrimination (Relationships)	Enterprise (Living in the Wider World)
<b>Sum 2</b>	Being Safe (Relationships) Hygiene (Health and Wellbeing)	Dealing with Friendships (Relationships) Seeking Help (Health and Wellbeing)	Online Safety - review (see computing)	Online Safety - review (see computing)	Online Safety - review (see computing)	Families and People Who Care About Me (Relationships)

This long term plan and progression map fully aligns with the PSHE Association’s [Programme of Study for PSHE education](#), setting out learning opportunities three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. In particular, the PSHE Association’s [‘Thematic Model’](#) to building a PSHE curriculum has been utilised. The progression map has built in developmental progression by revisiting themes year on year, building on and extending prior learning.

Online safety in our Star primary schools is chiefly taught via computing, with the first lesson of every computing unit dedicated to online safety. Correspondingly, the progression in online safety knowledge, skills and understanding is located within the computing progression map, and fully aligns with guidance issued by the National Online Safety organisation. The PSHE long term plan contains half term units entitled ‘Online Safety - review’ in Years 3 - 6. This is because the PSHE ‘Thematic Model’ contains discrete online safety units, whereas Star online safety coverage is thus found within computing lessons. These year groups, for these half terms, are therefore recommended to use this additional curriculum space to revisit online safety themes that are relevant to their setting and context, referring to the computing progression map and medium term plans accordingly.

Star will issue Trust standardised lessons and resources for a small number of lessons that address sensitive content. Objectives that are covered by these Trust lesson plans are set out in red below. These are statutory. The PSHE Association objective *‘Recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’* will also be covered by the Trust standardised lessons and resources. When this is commissioned, it will be released via the Trust computing scheme of work - further details will follow. Other statutory PSHE content, as cited in the statutory guidance [‘Relationships Education, Relationships and Sex Education \(RSE\) and Health Education’](#), is indicated in this progression map with purple text - this statutory content MUST be taught.





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Relationships	<p><b><u>Special People</u></b></p> <ul style="list-style-type: none"> <li>Identify and respect differences and similarities between people</li> <li>Learn about our special people &amp; how we care for one another.</li> <li>Understand that people belong to different families and communities.</li> <li>Identify their family networks who to go to if they worried &amp; how to attract their attention.</li> </ul> <p><b><u>Being Safe</u></b></p> <ul style="list-style-type: none"> <li>Understand 'privacy', their right to keep things 'private', and respecting others' privacy.</li> <li>Understand the difference between keeping secrets &amp; nice surprises and the importance of not keeping secrets that makes them feel uncomfortable, anxious or afraid.</li> <li><b>Develop the ability to judge what kind of physical contact is acceptable/comfortable, unacceptable/uncomfortable and how to respond.</b></li> </ul> <p><b><u>Transition to Year 1</u></b></p> <ul style="list-style-type: none"> <li>Identify feelings associated with being in a new class and ways in which being in Yr1 is different.</li> <li>Identify support available in their new class.</li> <li>Discuss issues and feelings around fitting in and being left out of groups.</li> <li>Identify ways to make new friends and understand how to build positive relationships.</li> <li>Identify ways in which peer influence and/or the desire to be liked and fit in with peers might lead people to do something that conflicts with their values.</li> </ul>	<p><b><u>Respecting Similarities and Difference</u></b></p> <ul style="list-style-type: none"> <li>Identify and respect the differences &amp; similarities between people.</li> <li>Understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed).</li> </ul> <p><b><u>Dealing with Friendships</u></b></p> <ul style="list-style-type: none"> <li>Recognise that their behaviour can affect other people.</li> <li>Recognise what is fair and unfair, kind and unkind, right and wrong.</li> <li>Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</li> <li>Understand the importance of listening to other people and playing and working cooperatively.</li> <li>Develop strategies to resolve simple arguments through negotiation.</li> </ul>	<p><b><u>Healthy and Unhealthy Friendships</u></b></p> <ul style="list-style-type: none"> <li>Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain them.</li> <li>Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</li> <li>Recognise ways in which a relationship can be unhealthy.</li> <li>Recognise when they feel lonely and what they could do about it.</li> <li>Know how to ask for help if a friendship is making them unhappy.</li> </ul>	<p><b><u>Respectful Relationships</u></b></p> <ul style="list-style-type: none"> <li>Understand personal boundaries; be able to identify what they are willing to share with their most special people (friends, classmates and others).</li> <li>Know how to manage requests for images of themselves or others, what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable.</li> <li><b>Understand the concept of keeping something 'confidential' or 'secret', when they should or should not agree to this and when it is right to 'break this confidence' or 'share a secret'.</b></li> <li>Identify those people who are responsible for helping them stay healthy and safe.</li> <li>Recognise when they need help and to develop the skills to ask for help.</li> </ul>	<p><b><u>Respectful Relationships and Discrimination</u></b></p> <ul style="list-style-type: none"> <li>Develop the skills to listen and respond to a wide range of people.</li> <li>Develop the confidence to raise their own concerns about other people's behaviour.</li> <li>Recognise and care about others' feelings and try to see, respect and if necessary, constructively challenge views of others.</li> <li>Understand personal boundaries; identify what they are willing to share with and others and recognise that we all have a right to privacy.</li> <li>Recognise and challenge stereotypes.</li> <li>Recognise bullying and abuse in all its forms including prejudice-based bullying both in person and online, inc social media.</li> <li>Understand the potential consequences of discrimination, teasing, bullying and aggressive behaviours, including cyber bullying, use of prejudice-based language, 'trolling'.</li> <li>Understand the potential consequences of discrimination for individuals and communities and know basic information about how the law protects people from discrimination.</li> <li>Develop strategies for getting support for themselves and for other people who may be at risk.</li> </ul>	<p><b><u>Families and People Who Care About Me</u></b></p> <ul style="list-style-type: none"> <li><b>Recognise different relationships, including those between acquaintances, friends, relatives and families.</b></li> <li><b>Understand that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</b></li> <li><b>Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</b></li> </ul> <p><i>In line with DfE guidance, in faith schools, or in schools where there is a predominant faith within the school community, pupils will also learn about the faith perspective on families and people who care for me.</i></p>



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Health and Wellbeing	<p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• Understand what it means to be healthy and why it is important.</li> <li>• Understand about healthy and unhealthy foods, including sugar intake.</li> <li>• Know about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors.</li> </ul> <p><b>Hygiene</b></p> <ul style="list-style-type: none"> <li>• Learn about keeping teeth healthy.</li> <li>• Learn about personal hygiene including the importance of handwashing.</li> <li>• Understand how some diseases are spread and can be controlled.</li> </ul>	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• Understand what constitutes a healthy diet.</li> <li>• Know the principles of planning and preparing a range of healthy meals.</li> <li>• Understand poor diets and risks associated with unhealthy eating, including obesity and tooth decay.</li> </ul> <p><b>Feelings and Emotional Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Recognise how to communicate their feelings to others, and recognise and respond to those of others.</li> <li>• Recognise good and not so good feelings, develop feelings vocabulary and develop simple strategies for managing them.</li> <li>• Recognise different types of teasing and bullying and understand that these are wrong and unacceptable.</li> <li>• Know who to go to if they are worried about themselves or others.</li> <li>• Develop strategies to resist teasing or bullying, if they experience or witness it, and know how to get help.</li> </ul> <p><b>Harmful Substances</b></p> <ul style="list-style-type: none"> <li>• Understand that household products, inc medicines, can be harmful if not used properly.</li> </ul> <p><b>Seeking Help</b></p> <ul style="list-style-type: none"> <li>• Identify the 'special people' who work in the community and who are responsible for looking after them and protecting them.</li> <li>• Know how people contact those special people when they need help, including dialling 999 in an emergency.</li> </ul>	<p><b>Healthy Eating Choices</b></p> <ul style="list-style-type: none"> <li>• Recognise opportunities and develop the skills to make their own choices about food.</li> <li>• Understanding what might influence their choices and the benefits of eating a balanced diet.</li> <li>• Develop a healthy diet plan.</li> <li>• Understand why and how commonly available substances and drugs (including alcohol, tobacco and energy drinks) can damage their immediate and future health and safety.</li> </ul> <p><b>Recognising and Dealing with Bullying</b></p> <ul style="list-style-type: none"> <li>• Describe what changes when 'joking' or 'playful teasing' becomes hurtful to another .</li> <li>• Give a definition of 'bullying'</li> <li>• Identify how, where and when where hurtful teasing and bullying can happen, including online.</li> <li>• Describe how teasing, bullying and aggression can make someone feel.</li> <li>• Describe some ways of responding if they experience or witness bullying.</li> <li>• Explain the importance of telling someone if they know (or think they know) this is happening.</li> <li>• Identify who to ask for help or report to, what to say and what will happen next.</li> </ul>	<p><b>Dealing with Injury</b></p> <ul style="list-style-type: none"> <li>• Understand school rules about health and safety.</li> <li>• Know where and how to get help in a situation where first aid is required.</li> <li>• Know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.</li> <li>• Know that if someone has experienced a head injury, they should not be moved.</li> <li>• Understand when it is appropriate to use first aid and the importance of seeking adult help.</li> <li>• Understand the importance of remaining calm in an emergency and providing clear information to an adult or the emergency services.</li> </ul>	<p><b>Taking Care of the Body</b></p> <ul style="list-style-type: none"> <li>• Identify what is meant by health: physical, mental and emotional health.</li> <li>• Identify the everyday choices people can make to help take care of their body and mind.</li> <li>• Understand how to take care of their body.</li> <li>• Understand that they have a right to protect their body from inappropriate and unwanted contact.</li> <li>• Identify people who are responsible for helping them stay healthy and safe, and how they can help.</li> </ul> <p><b>Looking After Yourself</b></p> <ul style="list-style-type: none"> <li>• Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> <li>• Describe a range of household (or school) routines that keep good hygiene.</li> <li>• Explain the importance of this in relation to preventing the spread of infection and describe the shared responsibility for hygiene in the home/school.</li> <li>• Understand the benefits of good oral hygiene including regular check-ups at the dentist.</li> <li>• Understand safe and unsafe exposure to the sun and the associated risks.</li> <li>• Understand the importance of sufficient, good quality sleep for good health and the risks of lack of sleep.</li> </ul>	<p><b>Harmful Substances</b></p> <ul style="list-style-type: none"> <li>• Understand that commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety.</li> <li>• Understand that some substances and drugs are restricted and some are illegal to own, use and give to others.</li> </ul>



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Living in the Wider World	<p><b><u>Living in the Community</u></b></p> <ul style="list-style-type: none"> <li>• Know about rules in different situations, e.g. class rules, rules at home, rules outside.</li> <li>• Know that different people have different needs.</li> <li>• Know that we care for people, animals and other living things in different ways.</li> <li>• How they can look after the environment, e.g. recycling.</li> </ul> <p><b><u>Jobs in the community</u></b></p> <ul style="list-style-type: none"> <li>• Learn that everyone has different strengths, in and out of school.</li> <li>• Understand how different strengths and interests are needed to do different jobs.</li> <li>• Learn about people whose job it is to help us in the community.</li> <li>• Identify different jobs and the work people do.</li> <li>• Identify our own aspirations and career pathways.</li> </ul>	<p><b><u>Identity and Difference</u></b></p> <ul style="list-style-type: none"> <li>• Identify special things about them that make them who they are.</li> <li>• Describe similarities and differences between themselves and others and the things they have in common.</li> <li>• Recognise how they are all equal despite their differences.</li> <li>• Identify the different groups they belong to (e.g. friends, class, year group, faith).</li> <li>• Identify the different roles within them (e.g. friend, pupil, member, leader).</li> <li>• Describe what it is like to be a part of the group (special people, special places what they do there or when they are with group).</li> <li>• Explain what is special about the groups they belong to.</li> </ul> <p><b><u>Looking After Money</u></b></p> <ul style="list-style-type: none"> <li>• Understand what money is and its different forms e.g. coins, notes, and ways of paying for things</li> <li>• e.g. debit cards, electronic payments.</li> <li>• Learn how money can be kept and looked after.</li> <li>• Understand about getting, keeping and spending money.</li> <li>• Understand that people are paid money for the job they do</li> <li>• Recognise the difference between needs and wants.</li> <li>• Understand how people make choices about spending money, including thinking about needs and wants.</li> </ul>	<p><b><u>British Values</u></b></p> <ul style="list-style-type: none"> <li>• Understand British Values and their impact on daily lives.</li> <li>• Understand the reasons for rules &amp; laws in wider society.</li> <li>• Understand the importance of abiding by the law and what might happen if rules and laws are broken.</li> <li>• Identify what human rights are &amp; how they protect us.</li> <li>• Identify basic examples of human rights including the rights of children.</li> <li>• Understand about how they have rights and associated responsibilities.- e.g. the right to an education and the responsibility to learn.</li> </ul> <p><b><u>Jobs and Personal Goals</u></b></p> <ul style="list-style-type: none"> <li>• Recognise jobs that people may have from different sectors - e.g. teachers, lawyers, charity work.</li> <li>• Understand that people can have more than one job at once or over their lifetime.</li> <li>• Recognise common myths and gender stereotypes related to work.</li> <li>• Know how to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM.</li> <li>• Understand some of the skills needed to do a job, such as teamwork and decision-making.</li> <li>• Recognise their interests, skills and achievements and how these might link to future jobs.</li> <li>• Set goals that they would like to achieve this year e.g. learn a new hobby.</li> </ul>	<p><b><u>Supporting the Community</u></b></p> <ul style="list-style-type: none"> <li>• Understand the benefits of living in a community.</li> <li>• Recognise that they belong to different communities.</li> <li>• Recognise the different groups that make up and contribute to a community.</li> <li>• Understand that there are individuals and groups that help the local community, including through volunteering and work.</li> <li>• Identify how to show compassion towards others in need and the shared responsibilities of caring for them.</li> <li>• Recognise ways in which people can be made to feel that they don't belong.</li> <li>• Describe behaviours that can help people in a group feel valued and welcome.</li> </ul> <p><b><u>Making decisions about money</u></b></p> <ul style="list-style-type: none"> <li>• Explain the importance of money in people's lives.</li> <li>• Understand how people make different spending decisions based on their budget, values and needs.</li> <li>• Learn how to keep track of money and why it is important to know how much is being spent.</li> <li>• Understand the different ways to pay for things and the reasons for using them.</li> <li>• Understand that how people spend money can have positive or negative effects on others e.g. charities, single use plastics.</li> <li>• Compare 'value for money'.</li> </ul>	<p><b><u>Protecting The Environment</u></b></p> <ul style="list-style-type: none"> <li>• Understand how resources are allocated and the effect this has on individuals, communities and the environment.</li> <li>• Understand the importance of protecting the environment and how everyday actions can either support or damage it.</li> <li>• Know how to show compassion for living things and the environment.</li> <li>• Understand the way that money is spent and how it affects the environment</li> <li>• Be able to express their opinions about their responsibility towards the environment.</li> </ul> <p><b><u>Building your Career</u></b></p> <ul style="list-style-type: none"> <li>• Identify jobs that they might like to do in the future.</li> <li>• Understand the role ambition can play in achieving a future career.</li> <li>• Understand what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values.</li> <li>• Understand the importance of diversity and inclusion to promote people's career opportunities.</li> <li>• Recognise stereotyping in the workplace, its impact and how to challenge it.</li> <li>• Understand that there is a variety of routes into work e.g. college, apprenticeships, university, training.</li> </ul>	<p><b><u>Transition from Year 6 to 7</u></b></p> <ul style="list-style-type: none"> <li>• Understand how to overcome challenges.</li> <li>• Build new connections and confidence.</li> <li>• Understand a growth mindset.</li> <li>• Explore essential skills and develop strategies for improving your skills.</li> <li>• Build financial independence</li> <li>• Set goals and targets for the future.</li> </ul> <p><b><u>Relationships with Money</u></b></p> <ul style="list-style-type: none"> <li>• Understand the role that money plays in people's lives, attitudes towards it and what influences decisions about money.</li> <li>• Judge if something is value for money.</li> <li>• Recognise how companies encourage customers to buy things and why it is important to be a critical consumer.</li> <li>• Recognise how having or not having money can impact on a person's emotions, health and wellbeing.</li> <li>• Understand common risks associated with money, inc debt, fraud and gambling.</li> <li>• Understand how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk.</li> <li>• Know where and how to get help if they are concerned about gambling or other financial risks.</li> </ul> <p><b><u>Enterprise</u></b></p> <ul style="list-style-type: none"> <li>• Generate a product idea.</li> <li>• Prepare a selling pitch.</li> <li>• Advertise and promote.</li> <li>• Understand profit</li> </ul>