

Year 1 PSHE Progression Map

	Autumn 1	
Topic	Emotions: How do I feel today? Communities: Who am I? Who are you?	
Prior Learning	Emotions - Pupils should be able to recognise basic emotions such as happy, sad and angry in themselves and others through facial expressions and body language. - Pupils should know from early years that feelings can change depending on different situations and experiences. - Pupils should know they can share their feelings with trusted adults such as teachers, parents or carers when they need support. Communities - Pupils should be able to work and play cooperatively with others in familiar settings, taking turns and sharing resources. - Pupils should show sensitivity to their own and others' needs and be able to recognise when someone might need help or support. - Pupils should understand from early years that kind and unkind behaviours affect how others feel and that their actions have an impact.	
Knowledge	PSHE Skills - Communication - Emotional literacy - Self-regulation - Reflection - Cooperation	Essential Knowledge
	British Values - Mutual respect - Tolerance of different faiths and beliefs - Individual liberty - Rule of law	Emotions - I can describe the basic human emotions - I can describe how the basic emotions feel in my body - I can name the emotion I am feeling and begin to explain the way I feel - I can describe how to respond positively when I feel an emotion Communities - I can describe the ways in which I am different to others - I can describe the ways in which I am the same as those around me - I can explain what fairness means and describe how to treat people with respect at school - I can explain how adults and rules keep us safe at school
Vocabulary	Emotions Emotions, happy, sad, angry, worried, experience, sensation, change, react, identify, manage. Communities Different, unique, kind, important, welcome, fair, important, respect, courteous, safe, rules.	
Unit Aim	Emotions In this unit, pupils learn about emotions such as feeling angry, happy, safe or calm. Pupils learn to understand each emotion, including what it might feel like to experience that emotion. Following this, pupils learn to name the emotion and explore the intensity of the feeling. Pupils then learn how to manage these emotions and begin to build their toolkit of strategies, which they will add to in later years.	

	Communities Pupils will already understand that being kind to others is important. This unit builds upon this, helping pupils to expand their understanding of kindness and start to think in more detail about the expectations they should have for their own and other pupils' behaviour. Pupils learn about courtesy, manners, and respect, developing their ability to interact positively within the school community.
Future Learning	<u>Year 2</u> Emotions: What helps me to be happy? Communities: Who is in my community? <u>Year 3</u> Emotions: How can I manage my emotions? Communities: What does it mean to be British? <u>Year 4</u> Emotions: How can we add to our emotions toolkit? Communities: How are we all different? <u>Year 5</u> Emotions: How can we manage challenges? Communities: How can we ensure fairness and respect for women and girls? <u>Year 6</u> Emotions: How can we manage our emotions through periods of change? Communities: How can we show respect to people of different races and cultures?
KS1 End Point	To understand my feelings, make and keep good friendships, respect that people and families are different, know when I am safe or unsafe, and know who can help me.

	<u>Autumn 2</u>	
Topic	Healthy relationships: Who's in my family? Healthy relationships: What makes a good friend?	
Prior Learning	- Pupils should understand from early years that everyone has feelings and that their actions can affect how others feel, both positively and negatively. - Pupils can demonstrate basic social skills such as being kind, taking turns, sharing and listening to others during play. - Pupils should recognise that they can play and interact with different people and that friendships involve spending time together.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u>
	- Communication - Emotional literacy - Self-regulation	Who is in my family? I can explain why families are special

	• Reflection • Cooperation	• I can describe the roles people have in my family • I can describe different types of family structures and explain why families might change over time
	<u>British Values</u> • Mutual respect • Tolerance of different faiths and beliefs • Individual liberty	What makes a good friend? • I can describe the features of a good friend and good listener • I can explain how friends can be different and how to value their unique qualities • I can explain why friends are important and why trust is important in friendships • I can understand that friends may disagree and know ways to resolve disagreements
Vocabulary	<u>Who is in my family?</u> Family, special, role, parents, carers, siblings, change. <u>What makes a good friend?</u> Kind, listen, friend, different, unique, support, kindness, trust, disagreement, resolve.	
Unit Aim	<u>Who is in my family?</u> At Year 1, pupils are beginning to understand their social world beyond their immediate family. This unit builds on their early experiences, helping them recognise that families come in many forms. It fosters empathy by teaching pupils to respect different family structures whilst understanding that love and care characterise all families. By exploring these concepts now, pupils develop foundational understanding of healthy families and relationships. <u>What makes a good friend?</u> At Year 1, pupils are forming their first significant friendships beyond their immediate family. Learning about 'What makes a good friend?' builds on their early social interactions and helps them navigate peer relationships. This unit is timely as it helps pupils identify and develop qualities such as kindness, empathy and cooperation in friendships. Pupils also learn that disagreements are normal and can be resolved. By exploring these concepts now, pupils gain foundational understanding of healthy relationships, essential for their social and emotional development.	
Future Learning	<u>Year 2</u> Healthy relationships: What does a family look like? <u>Year 3</u> Healthy relationships: How can I help my family? Healthy relationships: Are friendships ever perfect? <u>Year 4</u> Healthy relationships: Do all families look the same? Healthy relationships: Are all friends the same? <u>Year 5</u> Healthy relationships: Is there such a thing as a perfect family? Healthy relationships: How can I be a great friend? <u>Year 6</u> Healthy relationships: How can we live in harmony?	

	Healthy relationships: How can we have healthy boundaries?
KS1 End Point	To understand my feelings, make and keep good friendships, respect that people and families are different, know when I am safe or unsafe, and know who can help me.

	Spring 1	
Topic	Power in relationships: When do I feel safe? Media influence: How do I decide what to do online?	
Prior Learning	Power in relationships - Pupils can identify trusted adults in their lives, such as parents, carers, teachers and other family members who help keep them safe. - Pupils should understand that feeling safe means feeling calm, cared for and protected, and can recognise when they feel safe or unsafe. - Pupils should know that they can talk to trusted adults when they need help, feel worried or experience something that makes them uncomfortable. Media influence - Pupils may understand that personal information such as their name, address and photos should be kept private and not shared with strangers - Pupils can recognise when something online makes them feel worried, confused or upset, and know they should tell a trusted adult. - Pupils may have some experience using digital devices and understand that adults help them stay safe when using technology.	
Knowledge	<u>PSHE Skills</u> - Communication - Emotional literacy - Self-regulation - Reflection - Cooperation	<u>Essential Knowledge</u>
	<u>British Values</u> - Mutual respect - Tolerance of different faiths and beliefs - Individual liberty	Power in relationships: When do I feel safe? - I can describe where I feel safe and who I can talk to if I need help. - I can describe my home and explain what makes it special. - I can describe how I should feel with my family and carers. - I can explain how to get help from trusted adults if I need it. Media influence: How do I decide what to do online? - I can describe what I can do online and explain what to do if I see something online that worries or scares me. - I can describe how to carefully share online. - I can explain why being online too much is bad for me. - I can explain what to do if I see videos that scare or worry me online. - I can explain why balancing offline and online time is important.
Vocabulary	Power in relationships: When do I feel safe? Safe, home, support, special, carer, trusted adult, Media influence: How do I decide what to do online? Online, worried, scared, trusted adult, share, stranger, accident, internet, digital device, healthy, exercise.	
Unit Aim	Power in relationships: When do I feel safe?	

	By the end of this unit, pupils are learning to understand their emotions and personal safety. Building on what pupils learn about safety and trusted adults in previous units, this unit develops pupils' understanding of the concept of safety in relationships. Pupils learn to recognise safe and unsafe situations, understand their body autonomy and develop confidence in seeking help. This foundation is essential as it equips pupils with vocabulary and skills to communicate concerns, supporting them to protect themselves and know where to turn when they feel unsafe or worried about themselves or others. Media influence: How do I decide what to do online? By the end of this unit, pupils are likely beginning to interact with digital media both at home and school. This unit builds on their early experiences with technology and helps them develop safe online habits from the start. This unit is timely as it equips pupils with skills to recognise safe online behaviours, make informed choices about content and screen time and know when to seek adult help. By learning these concepts now, pupils develop foundational understanding of digital safety and media literacy.
Future Learning	<u>Year 2</u> Power in relationships: Should I keep secrets? Media influence: Is everything I see online true? <u>Year 3</u> Power in relationships: Who does my body belong to? Media influence: How do I keep myself safe online? <u>Year 4</u> Power in relationships: What does a healthy relationship feel like? Media influence: What is fake news? <u>Year 5</u> Power in relationships: How do I get help if I don't feel safe? Media influence: Who decides what I experience in the online world? <u>Year 6</u> Power in relationships: What are my boundaries? Media influence: How can I evaluate the information I see online?
KS1 End Point	To understand my feelings, make and keep good friendships, respect that people and families are different, know when I am safe or unsafe, and know who can help me.

	<u>Spring 2</u>
Topic	Our online lives: What should I do if I feel unsafe online?
Prior Learning	Our online lives: What should I do if I feel unsafe online? - Pupils should know that the internet can be a fun place to play, learn and connect with others, but that adults help keep them safe online. - Pupils can recognise feelings that signal being unsafe or uncomfortable, such as worry, fear or confusion, both offline and online.

	- Pupils should understand that they should tell a trusted adult if something online makes them feel worried, scared or confused.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u>
	- Communication - Emotional literacy - Self-regulation - Reflection - Cooperation - Resilience - Decision-making	Our online lives: What should I do if I feel unsafe online? - I can describe things that I like to do online. - I can describe some of the things that happen online and explain what we should not do online. - I can describe how I should feel online and explain how to stay safe online. - I can explain how to identify online worries and how to seek help from a trusted adult.
	<u>British Values</u>	
	- Mutual respect - Tolerance of different faiths and beliefs - Individual liberty	
Vocabulary	Our online lives: What should I do if I feel unsafe online? Online, digital device, trusted adult, worried, choice, safe, dangerous.	
Unit Aim	Our online lives: What should I do if I feel unsafe online? By the end of this unit, pupils may be starting to explore the digital world through games, videos and apps. This unit builds on their early technology interactions and teaches them to recognise and respond to unsafe situations online. It equips pupils with strategies for seeking help when worried and understanding that online rules mirror offline ones. By learning these concepts now, pupils develop foundational understanding of online safety and confidence to speak up when something feels wrong.	
Future Learning	<u>Year 2</u> Our online lives: Who should I talk to online? <u>Year 3</u> Our online lives: How can I be kind and happy online <u>Year 4</u> Our online lives: How do I decide who to trust online? <u>Year 5</u> Our online lives: How do I thrive online? <u>Year 6</u> Our online lives: How can I stay safe and positive online?	
KS1 End Point	To understand my feelings, make and keep good friendships, respect that people and families are different, know when I am safe or unsafe, and know who can help me.	

	<u>Summer 1</u>	
Topic	Physical health: How can I look after my body? Staying safe and healthy: How can I look after my body?	
Prior Learning	Physical health: How can I look after my body? - Pupils may understand that food, rest and exercise help them to feel well, have energy and stay healthy. - Pupils can demonstrate basic hygiene habits such as washing hands before eating and after using the toilet, and brushing teeth. - Pupils should recognise from early years that sleep and physical activity are important parts of a healthy daily routine. Staying safe and healthy: How can I look after my body? - Pupils should know that trusted adults such as parents, carers and teachers help to keep them safe at home, at school and outside. - Pupils can identify some basic dangers such as hot things, sharp objects and busy roads, and know to ask adults for help. - Pupils may understand that protecting their bodies through actions like wearing sun creams or holding an adult's hand near roads helps keep them safe.	
Knowledge	<u>PSHE Skills</u> - Communication - Emotional literacy - Self-regulation - Reflection - Cooperation - Resilience - Decision-making - Independence	Physical health: How can I look after my body? - I can explain why exercise is important and identify different types of exercises. - I can explain why sleep is important and how it helps keep me healthy. - I can explain why my body is important and how to look after it. - I can explain how to have a healthy week.
	<u>British Values</u> - Mutual respect - Tolerance of different faiths and beliefs - Individual liberty	Staying safe and healthy: How can I look after my body? - I can describe dangers in the home and explain what to do in an emergency situation. - I can describe dangers outside the home and ways to keep myself safe. - I can explain how to be safe near roads. - I can describe how to keep my body safe from the sun.
Vocabulary	Physical health: How can I look after my body? Exercise, healthy, energy, routine, sleep, bedtime, health, physical activity, healthy eating, rest, mindfulness. Staying safe and healthy: How can I look after my body? Dangerous, battery, swallow, emergency, zebra crossing, pelican crossing, sunshine, damage, protect.	
Unit Aim	Physical health: How can I look after my body? By the end of this unit, pupils are developing independence in caring for their bodies and establishing routines. This unit builds on their early experiences with activity, nutrition, hygiene and rest. It is timely as it teaches pupils the basics of looking after their bodies through exercise, sleep and self-care, fostering lifelong healthy habits. By learning this now, pupils develop foundational understanding of how their choices affect their physical health, supporting them to take responsibility for simple daily health routines such as handwashing, tooth brushing and staying active. Staying safe and healthy: How can I look after my body? By the end of this unit, pupils are exploring more independently, making it crucial to teach them about safety. This unit helps pupils recognise and avoid common dangers such as hazardous objects, busy roads and sun exposure. Pupils learn practical safety skills including road safety rules, sun protection and identifying home	

	dangers like hot surfaces and sharp objects. By learning these concepts now, pupils develop foundational understanding of risk and safety, supporting them to make safer choices and seek adult help.
Future Learning	Year 2 Physical health: How do I eat a balanced diet? Staying safe and healthy: How can I take responsibility for my health? Year 3 Physical health: How can I get active and eat well every day? Staying safe and healthy: How can I stay safe while out and about? Year 4 Physical health: What makes a balanced lifestyle? Staying safe and healthy: How do I avoid getting ill? Year 5 Physical health: Is it hard to be healthy? Staying safe and healthy: How can I avoid harm? Year 6 Physical health: How can I take responsibility for my health? Risky substances: What are the risks of drugs, alcohol and tobacco?
KS1 End Point	To understand my feelings, make and keep good friendships, respect that people and families are different, know when I am safe or unsafe, and know who can help me.

	<u>Summer 2</u>	
Topic	Growing and Caring for Ourselves	
Prior Learning	- Pupils should know that their body belongs to them and that they can say no to unwanted physical contact or touch that makes them uncomfortable. - Pupils can identify trusted adults such as parents, carers, teachers and other family members who help to keep them safe.	
Knowledge	<u>PSHE Skills</u> - Communication - Emotional literacy - Self-regulation - Reflection - Cooperation - Independence	<u>Essential Knowledge</u> - I can understand that we are all different but can still be friends. - I can discuss how children grow and change. - I can explore different types of families. - I can explore different types of families and who to ask for help. - I can identify who can help when families make us feel unhappy or unsafe.
	<u>British Values</u> - Mutual respect - Tolerance of different faiths and beliefs	

	Individual liberty	
Vocabulary	Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva.	
Unit Aim	By the end of the unit, pupils' develop an understanding of relationships, families, feelings and personal safety, encouraging respect for themselves and others, and recognising the importance of kindness, fairness and healthy relationships.	
Future Learning	<u>Year 2</u> Develop understanding of differences between boys and girls, recognise and name body parts, and respect similarities and differences. <u>Year 3</u> Explore body differences, personal space, family diversity, and how to seek help and keep safe. <u>Year 4</u> Understand physical and emotional changes during puberty, recognise healthy relationships, and develop respect for others. <u>Year 5</u> Explore puberty in greater depth, including reproductive systems, hygiene, and where to access help and support. <u>Year 6</u> Develop understanding of puberty, reproduction, conception, pregnancy, consent, communication and healthy relationships.	
KS1 End Point	To understand my feelings, make and keep good friendships, respect that people and families are different, know when I am safe or unsafe, and know who can help me.	