



PSHE Progression Grid 2025-2026

Big idea	Aspect	Year 1	Year 2
Humankind disability race religion / belief sex	Wellbeing	<ul style="list-style-type: none"> 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. 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, events and people encountered in everyday life and online. 	<ul style="list-style-type: none"> 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. 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 how to respond to each.
	Unacceptable behaviour	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
	Staying safe	<ul style="list-style-type: none"> 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. 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 techniques for resisting pressure from others. 	<ul style="list-style-type: none"> 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. 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 permission and also when their permission should be sought.



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	Healthy lifestyle	<ul style="list-style-type: none"> 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, recognising and talking about emotions and good quality rest and sleep. State what constitutes a healthy lifestyle. 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. 	<ul style="list-style-type: none"> 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 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. 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.
	Personal hygiene	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
	Setting goals	<ul style="list-style-type: none"> Strengths are things that we are good at, such as football, art or dancing. Goals are things that we are 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. 	<ul style="list-style-type: none"> Everyone has different strengths. However, it is important to learn from experiences to develop new strengths and strategies. Recognise that people have different strengths, but can also reflect upon and learn from their experiences.
Processes race	Environment	<ul style="list-style-type: none"> 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 and built environments. 	<ul style="list-style-type: none"> 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 needed to care for living things and their local, natural and built environments, including conserving energy.



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<p>Creativity</p> <p>gender reassignment sexual orientation</p>	<p>Vocabulary</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
	<p>Speaking, listening and sharing</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Investigation</p> <p>disability gender reassignment race religion / belief sexual orientation</p>	<p>Issues, evidence and ideas</p>	<ul style="list-style-type: none"> • 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 when people are unkind and understand how to respond, including online. 	<ul style="list-style-type: none"> • 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 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.
	<p>Media</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Materials</p> <p>age</p>	<p>Consumers</p>	<ul style="list-style-type: none"> • Some everyday products in our homes can be harmful if not 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 	<ul style="list-style-type: none"> • Money plays an important role in people's lives. People 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,



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		<p>necessary. Recognise that household products, including medicines, can be harmful if not used properly.</p> <ul style="list-style-type: none"> • 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>how to keep money safe, choices about spending or saving money and what influences those choices.</p> <ul style="list-style-type: none"> • 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>Nature</p> <p>age disability gender reassignment race religion / belief sex sexual orientation</p>	<p>Rights of others</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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>Place and space</p> <p>age disability gender reassignment pregnancy race religion / belief sex sexual orientation</p>	<p>Diversity</p>	<ul style="list-style-type: none"> • 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'. • There are many different jobs that people can do within the community and the wider world. Recognise that they are many different jobs that people can do. 	<ul style="list-style-type: none"> • 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. • There are many different jobs within the community and the wider world. Different jobs require different personal strengths and interests. Recognise that there are different jobs that people they know or people who work in the community do.
	<p>Place in the world</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Children belong to several different communities, including class, school, family, sports teams and faith groups. Recognise that they belong to different groups and



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		and school.	communities.
Comparison disability gender reassignment race religion / belief sex sexual orientation	Compare and contrast	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
Significance age disability gender reassignment pregnancy race religion / belief sex sexual orientation	Significant people	<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> 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 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.
	Relationships	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 appropriate response. For example, following online and road safety rules, listening to a trusted adult and knowing



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		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.	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.
Change age disability gender reassignment pregnancy religion / belief sex sexual orientation	Life changes	<ul style="list-style-type: none">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 time moves forward, and changes happen over time, including physical and emotional changes.	<ul style="list-style-type: none">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 can help. Describe the effects of loss and change.
	Physical development	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.