



Long Row Primary School – PSHE Overview and Progression Cycle B



Being Responsible	Core Aim of the Unit	Vocabulary
EYFS	Be Ready, Be Safe, Be Respectful. Familiarise children with school rules and daily routines inc. PE & calm activities	Right, wrong, kind, unkind, curious
	Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.	
Year 1/2 Rules and Responsibilities	Understand what a rule is and that we follow rules to help each other.	Respect, Culture, Diversity, Opinions, Belonging, Same / similar / equal, Different / unique, Fair / unfair, Right / wrong, Kind / unkind, Cooperate, Strategies
	Understand that rules need be fair.	
	Give examples of rules from different situations.	
	Identify simple responsibilities they have.	
	Describe some simple ways to manage waste.	
Year 1/2 Community and Care	Recognise that people have different needs.	
	Describe some ways to care for people, animals, and other living things.	
Year 3/4 Rules and Responsibilities	Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them.	<i>Build from KS1: Respect, Culture, Diversity, Opinions, Belonging, Same / similar / equal, Different / unique, Fair / unfair, Right / wrong, Kind / unkind, Cooperate, Strategies</i> Identity, respectful, qualities, proud, confident, forgiveness, self-aware, stereotype, discrimination, lesbian, gay, bisexual, transgender
	Describe about some basic human rights.	
	Understand that rights come with responsibilities.	
	Describe what climate change is and some ways we can all help to reduce the effects	
Year 3/4 Community and Care	Explore what is meant by a community and the differences between needs and wants within a community.	
	Explore and identify the welfare needs of animals and humans.	
	Explore how law protects our rights and how to respond respectfully if something is not within the law.	



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Year 5/6 Rules and Responsibilities	Recognise that human rights are there to protect everyone.	<i>Build from KS1 and KS2: Respect, Culture, Diversity, Opinions, Belonging, Same / similar / equal, Different / unique, Fair / unfair, Right / wrong, Kind / unkind, Cooperate, Strategies, Identity, respectful, qualities, proud, confident, forgiveness, self-aware, stereotype, discrimination, human rights, lesbian, gay, bisexual, transgender</i> Compassion, empathy, rights and responsibilities,
	Understand the relationship between rights and responsibilities, providing examples.	
	Explain the importance of protecting the environment and set personal everyday actions.	
Year 5/6 Community and Care	Recognise how we can support others within a community.	
	Identify diversity within a community and explore how we can celebrate this.	
	Recognise the importance of having compassion towards others and explain how to show care and concern.	



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Being Me	Core Aims of the Unit	Vocabulary
EYFS	Forming cooperative relationships with children & adults. Making healthy/safe choices: Road safety (keeping safe).	Feelings / Emotions (scared, lonely, excited, sad, afraid, happy, ill etc...) and Facial Expressions,
Year 1/2 Being Unique and Special	Recognise and share facts about themselves.	Respect, Culture, Diversity, Opinions, Belonging, Same / similar / equal, Different / unique, Fair / unfair, Right / wrong, Kind / unkind, Cooperate, Strategies
	Identify their likes and dislikes and what they are good at.	
	Talk about some ways that they are special	
Year 1/2 Understanding Similarities and Differences	Recognise how friends can have both similarities and differences.	
	Show some simple ways to respect and celebrate other's differences.	
Year 1/2 Being Part of a Community	Name some groups that they belong to.	
	Talk about how being part of a group makes them feel	
Year 3/4 Being Unique and Special	Explore what contributes to who we are	<i>Build from KS1: Respect, Culture, Diversity, Opinions, Belonging, Same / similar / equal, Different / unique, Fair / unfair, Right / wrong, Kind / unkind, Cooperate, Strategies</i> Identity, respectful, qualities, proud, confident, forgiveness, self-aware, stereotype, discrimination, lesbian, gay, bisexual, transgender
	Identify and talk about their own strengths and interests.	
	Recognise what makes them unique and understands that being different is something to celebrate	
Year 3/4 Understanding Similarities and Differences	Identify visible/ invisible differences between people.	
	Explain why it is important to respect and celebrate the differences and similarities between people.	
Year 3/4 Being Part of a Community	Identify the different groups that make up their community.	
	Recognise that they belong to different communities as well as the school community.	



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	Can describe what is positive about their community and how it supports them.	
Year 5/6 Being Unique and Special	Identify a range of factors that what contributes to our identity.	<i>Build from KS1 and KS2: Respect, Culture, Diversity, Opinions, Belonging, Same / similar / equal, Different / unique, Fair / unfair, Right / wrong, Kind / unkind, Cooperate, Strategies, Identity, respectful, qualities, proud, confident, forgiveness, self-aware, stereotype, discrimination, human rights, lesbian, gay, bisexual, transgender</i>
	Express their talents and strengths with confidence. Set goals for how they would like to develop them.	
	Explain ways in which they respect and value other people's differences.	
Year 5/6 Understanding Similarities and Differences	Respect the differences and similarities between people	Sexual orientation, gender identity, civil partnerships, marriage, confidential,
	Reflect on how discrimination and our own behaviour can affect others.	
Year 5/6 Being Part of a Community	Explain some of the benefits of communities.	
	Reflect on diversity, and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities.	
	Explore how shared events and experiences can create a stronger community.	



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Being Healthy	Core Aims of the Unit	Vocabulary
EYFS	Form positive attachments to adults and friendships with peers. Making healthy/safe choices, including food.	Healthy, like, dislike, clean, dirty
Year 1/2 Factors of a Healthy Lifestyle	Explore what 'being healthy' means and why it is important.	Healthy lifestyle, Likes / dislikes, Consequences, Goals, Germs , Disease, Physical Activity
	Understand that food is necessary to keep our bodies healthy.	
	Identify that food choices can vary for families/ cultures.	
	Name/describe different physical activities and identify ones they enjoy.	
	Explain how physical activity can help us to stay healthy.	
	Understand that sleep & relaxation are important for growing and keeping healthy	
	Talk about healthy ways to feel good, calm down or change their mood.	
Year 1/2 Hygiene, Health and Prevention	Demonstrate how to brush teeth.	
	Explain what good dental care is - understanding the foods/drinks that support it.	
	Demonstrate simple hygiene routines that stop germs from spreading.	
	Begin to recognise different ways of staying healthy in the sun.	
	Begin to recognise different ways of staying healthy in the sun.	
Year 3/4 Factors of a Healthy Lifestyle	Explain what a 'healthy lifestyle' is and why it is important.	<i>Build from KS1: Healthy lifestyle, Likes / dislikes, Consequences, Goals, Germs , Disease, Physical activity</i>
	Understand what a healthy, balanced diet may include.	
	Understand what an informed choice is.	



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	Identify opportunities for physical activity within their everyday lives.	Physical, mental, emotional, balanced lifestyle, Eatwell Guide, thoughts, feelings, emotions
	Describe some consequences of being physically inactive on mind and body.	
	Identify routines that support good quality sleep.	
	Explore strategies and behaviours that support mental health.	
Year 3/4 Hygiene, Health and Prevention	Explain what good dental health means, including how to brush and floss.	
	Identify the effects of different foods/drinks on the teeth	
	Identify the everyday hygiene routines that can limit the spread of infection	
	Identify the benefits/risks of sun exposure.	
	Describe how the 5 ways to wellbeing can be used as a tool to help keep a healthy balance	
Year 5/6 Factors of a Healthy Lifestyle	Identify things that can affects someone’s physical/mental health.	Health <i>Build from KS1 and LKS2: Healthy lifestyle, Likes / dislikes, Consequences, Goals, Germs , Disease, Physical activity, Physical, mental, emotional, balanced lifestyle, Eatwell Guide, thoughts, feelings, emotions, Obesity, tooth decay, asthma, diabetes, poor diet, limited exercise, smoking, informed healthier choices</i>
	Explain what constitutes a healthy diet; risks associated with not having one	
	Reflect on what may influence our choices to have a balanced lifestyle	
	Identify what good physical health means and how to seek help if they are worried about their health	
	Recognise habits that can have both positive/negative effects on a healthy lifestyle	
	Understand routines/strategies that support good quality sleep, the effects of lack of sleep	
	Identify strategies and behaviours that support mental health	
Year 5/6 Hygiene, Health and Prevention	Identify the everyday routines that improve dental health	
	Identify the everyday routines/ habits that can limit the spread of infection	
	Understand the wider importance of personal hygiene and how to maintain it	



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	Explain how to keep safe from sun damage and reduce the risk of skin cancer.	
	Identify the benefits of the internet; strategies for managing/balancing time online/ offline	



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Exploring Emotions	Core Aims of the Unit	Vocabulary
EYFS	Making healthy/safe choices, including teeth Explore similarities and differences.	Feelings / Emotions (scared, lonely, excited, sad, afraid, happy, ill etc...) and various Facial Expressions
Year 1/2 Exploring Emotions	Name a range of words to describe feelings	Feelings / Emotions (scared, lonely, excited, sad, afraid, happy, ill etc...) and various Facial Expressions, Uncomfortable, Behaviour
	Understand that all feelings are ok.	
	Understand that feelings can affect how our bodies feel and behave	
Year 1/2 Recognising Emotions	Explore how to recognise different feelings.	
	Talk about how we recognise what others might be feeling.	
	Understand that not everyone feels the same about the same things.	
Year 1/2 Managing Emotions	Talk about ways to manage big and uncomfortable feelings	
	Identify who they can ask for help and can demonstrate how to ask for help	
Year 3/4 Exploring Emotions	Use a wider vocabulary to describe how they feel.	<i>Building from KS1: Feelings / emotions (scared, lonely, excited, sad, afraid, happy, ill etc...) and facial expressions, Uncomfortable, Behaviour</i>
	Describe feelings that can be comfortable/ uncomfortable	
	Recognise that feelings can differ in intensity	
Year 3/4 Recognising Emotions	Explore how everyday things can affect how we think, feel, and behave.	Intense, conflicting, mindfulness
	Describe what supports good mental/physical health	
	Identify that not everyone feels the same about the same things.	
Year 3/4	Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings.	



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Managing Emotions	Understand the importance of not bottling up how you are feeling	
	Understand the importance of asking for help if feelings become too uncomfortable	
	Explain how they can access help.	
Year 5/6 Exploring Emotions	Use a varied vocabulary when talking about feelings.	<i>Build from KS1 and LKS2: Feelings / emotions (scared, lonely, excited, sad, afraid, happy, ill etc...) and facial expressions, Uncomfortable, Behaviour, Intense, conflicting, mindfulness</i> Build emotional vocabulary (alphabet of emotions), embarrassment, anxiety, worries, consequence, disputes
	Understand that sometimes we can have conflicting feelings.	
	Explain that feelings can change over time and range in intensity	
Year 5/6 Recognising Emotions	Understand that feelings can impact our mental and physical health.	
	Recognise the importance of taking care of mental health and wellbeing.	
	Discuss the signs that someone may be struggling with their mental health.	
Year 5/6 Managing Emotions	Identify strategies that they could use to respond to feelings, including conflicting feelings	
	Record strategies and behaviours that support mental health and wellbeing.	
	Explain how to seek support for themselves and others	



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Changes	Core Aims of the Unit	Vocabulary
EYFS	Making healthy/safe choices: Active bodies	Feelings / Emotions (scared, lonely, excited, sad, afraid, happy, ill etc...) and various Facial Expressions, Uncomfortable, Behaviour, resilience, perseverance, independence
Year 1/2 About Loss and Change	Identify examples of loss and change	Feelings / Emotions (scared, lonely, excited, sad, afraid, happy, ill etc...) and various Facial Expressions, Uncomfortable, Behaviour, resilience, perseverance, independence
	Begin to recognise that loss and change can affect the way we think, feel, and behave	
	Understand that changes can produce big feelings.	
Year 1/2 Managing Loss and Change	Identify feelings associated with loss and change	
	Recognise some simple ways to prepare for change/ transition	
	Identifying different things that may help to manage big feelings.	
	Talk about some ways to help others when they are affected by change.	
	Know that it is important to talk to someone if you are worried.	
	Identify people who can help us if we feel worried/unhappy.	
Year 3/4 About Loss and Change	Recognise that loss/change are a normal part of life.	<i>Building from KS1: Feelings / emotions (scared, lonely, excited, sad, afraid, happy, ill etc...) and facial expressions, Uncomfortable, Behaviour</i> Intense, conflicting, mindfulness
	Describe how change and loss, can affect feelings, thoughts, and behaviours.	
	Recognise that feelings associated with loss/ change can change over time and range in intensity.	
Year 3/4	Use a varied vocabulary when talking about feelings associated with loss and change.	
	Identify self-help strategies and the importance of support when preparing for change/ transitions.	



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Managing Loss and Change	Describe everyday things that affect feelings and understand the importance of expressing feelings.	
	Develop some ways of responding to others and showing support if they are affected by loss/change.	
	Know why it is important to talk about our feelings and not bottle them up	
	Know who to talk to if you are worried or have strong feelings.	
Year 5/6 About Loss and Change	Explore that loss, bereavement and change are part of the human life cycle.	<i>Build from KS1 and LKS2: Feelings / emotions (scared, lonely, excited, sad, afraid, happy, ill etc...) and facial expressions, Uncomfortable, Behaviour, Intense, conflicting, mindfulness</i> Build emotional vocabulary (alphabet of emotions), embarrassment, anxiety, worries, consequence, disputes
	Understand that change and loss, including death can create feelings and behaviours that are not the same for everyone.	
	Recognise that internal conflicting emotions can be normal when dealing with loss and change.	
Year 5/6 Managing Loss and Change	Describe a range of emotions and intensities associated with loss and change.	
	Identify problem solving strategies to manage transitions between classes and key stages.	
	Identify strategies to respond to feelings, including intense or conflicting feelings.	
	Recognising the signs when someone may be struggling and understand how to seek support.	
	Explore some barriers to asking for help and some ways to address them	
	Know who to talk to and where to go for help	



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Growing Up	Core Aims of the Unit	Vocabulary
EYFS	Enterprise project: Transition & moving on	Penis, Vagina, Testicles, Appropriate touch, private
	Name the parts of the body including vagina and penis and know they are private - Pantosaurus	
Year 1/2 Growing and Changing	Name the main parts of the body including vagina and penis.	Penis, Vagina, Pregnant, testicles, Breasts, Genitals, Foetus, Anus, Appropriate touch
	Recognising the difference between male and female body parts.	
	Understand the human life cycle and that people grow from young to old.	Safe, Privacy, Secrets, Respect, Physical contact, Unique, Good touch / bad touch, (body parts above), Just say 'no', Responsibility, similarities, differences, consent
	Describe ways that people's needs, and bodies change as we grow.	
	Talk about some ways to keep clean.	
	Understand that babies grow in the mothers' body and have needs when they are born.	
	Recognise what makes them special and unique.	
Year 1/2 Privacy, Boundaries and Consent	Understand that some parts of the body are private - Pantosaurus	
	To identify different types of touch and how they make people feel.	
	Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help.	
Year 3/4 Growing and Changing	Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries	Penis, Vagina, Pregnant, testicles, Breasts, Genitals, Foetus, Anus, Appropriate touch, puberty, pubic hair Life cycle, personal hygiene, personal space, physical contact, uncomfortable, safe, consent, lesbian, gay, bisexual, transgender
	Explore physical and emotional changes that happen during puberty.	
	Explain how daily hygiene helps to reduce the spread of infection	
	Explain how adults care for a baby during and after pregnancy.	



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	Recognising that individuality and personal qualities contributes to who we are	
	Understand the processes of reproduction and birth as part of the human life cycle – that babies start from an egg and sperm covered in year 6, and in science lifecycles from year 3	
Year 3/4 Privacy, Boundaries and Consent	Explain what privacy and personal boundaries are	
	Recognise uncomfortable/ comfortable behaviour online/ offline.	
	Know when it is right to break or keep a confidence or share a secret. Know how to ask for help	
Year 5/6 Growing and Changing	Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.	(bold – year 6) Penis, Vagina, Pregnant, Womb, Testicles, Breasts, Genitals, Foetus, Sperm , Egg/Ovum, Ovaries, Urethra, Anus, Ovum, Pubic hair, Period, Masturbation , Hormones, Sexual intercourse , Conception, Semen, Erect, Erection, Semen , Ovulation, Labia, Cervix, Clitoris , Foreskin, Wet dream , Menstruation, Ejaculation Life cycle, personal hygiene, personal space, physical contact, uncomfortable, safe, pressures, influences, puberty, periods, emotional and physical changes, development, media, airbrushing, selfie, consent, lesbian, gay, bisexual, transgender
	Explain the how babies are conceived, born and cared for (year 6 only).	
	Identify the physical and emotional changes that happen when approaching/ during puberty.	
	Know some key facts about the menstruation	
	Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing	
	Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life.	
	Identify and value personal strengths, skills, achievements and interests	
Year 5/6 Privacy, Boundaries and Consent	Understand what consent means and how to seek and give/ not give permission in different situations	
	Analyse when behaviour including physical touch is acceptable, unacceptable, wanted, or unwanted in different situations	
	Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable, identify who to ask for help	