PSHE PROGRESSION – 2026/27

EARLY LEARNING GOALS Pupils should be taught to:

Self-Regulation.
• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self.
• Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.
• Explain the reasons for rules, know right from wrong and try to behave accordingly.
• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Building Relationships.
• Work and play cooperatively and take turns with others.
• Form positive attachments to adults and friendships with peers.
• Show sensitivity to their own and to others' needs

At Hempshill Hall School we use Development Matters, Birth to Five Matters and the Early Learning Goals as guidance to support the carefully planned curriculum we have designed and created especially for the children in our school community. These documents provide an overview of how children learn and develop and they guide our team to make informed decisions based on what each individual child needs to learn and be able to do next.

Personal, Social & Emotional Development (Summary of Statutory Educational Programme)

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand and express their own feelings and those of others.

Continuous Provision

In continuous provision, children will: work cooperatively with others in a variety of learning areas. They will be encouraged to share, take turns and interact appropriately with each other. Through shared play the children will show an understanding of the needs of others and begin to regulate their own behave accordingly. They will be encouraged to build their resilience when faced with challenges and problem solve as needed. They will build good relationships with their peers and the adults through shared play experiences. They will experience a range of vocabulary to allow them to identify a feeling.

Personal, Social & Emotional Development						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Skills N1			I can separate from main carer and learn to adapt to the Nursery environment.	I can select and use resources with support if needed.	I can separate from main carer and learn to adapt to the Nursery environment	I can select and use resources with support if needed

N2	I can separate from main carer and learn to adapt to the Nursery environment. I can select and use activities and resources, with some support if needed. I can wash hands after using the toilet. I can follow daily routines and classroom rules	I can select and choose resources to achieve a goal. I am aware of behavioural expectations in the Nursery and am developing a sense of responsibility. I show an awareness of the importance of oral health.	I can learn how to share resources and play in a group. I can look after resources within the class. I can listen to, and follow rules set. I can take turns whilst playing and waiting patiently to have a go. I can become more outgoing with familiar people.	I show independence in accessing and exploring the environment. I can independently put on my coat and use the toilet. I can listen to, and follow rules set without an adult reminder. I can look after resources within the class.	I can initiate play with peers and keep play going by giving ideas. I am becoming more outgoing with unfamiliar people. I show more confidence in new social situations. I begin to find solutions to conflicts. I show an awareness of how others may be feeling	I have enough confidence to talk to adults and peers about their thoughts and feelings. I am beginning to be assertive towards others where necessary. I can make healthy choices about food and activity.
F2 Skills	I know how to and can demonstrate friendly behaviour. I can be be a good friend. I can join in with whole group activities. I can choose an activity independently. To learn right from wrong.	I can identify ways of being helpful to others and how this will make them feel. I can see themselves as a valued individual.	I can make the right choices and face the consequences of not making the right ones. I can show resilience and perseverance in the face of challenge. I can build constructive and respectful relationships.	I can identify and moderate own feelings socially and emotionally. I can show resilience and perseverance in the face of challenge.	I can look after themselves through healthy eating and regular exercise. I can identify and moderate own feelings socially and emotionally. I can show resilience and perseverance in the face of challenge.	I can look after themselves through healthy eating, regular exercise, good sleep, oral hygiene and road safety. I can identify and moderate own feelings socially and emotionally. I can show resilience and perseverance in the face of challenge
N1 Knowledge			To understand that their adult / carer will return for them at the end of the session.	To know and understand how to use basic resources with support if needed.	To understand that their adult / carer will return for them at the end of the session.	To know and understand how to use basic resources with support if needed
N2	To know that they can approach adults in Nursery when needed. To know they can select and use activities and resources, with some support if needed. To understand the need to wash hands after using the toilet. To know how to follow daily routines and classroom rules.	To know how to adapt behaviour to suit classroom routines. To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies. To know they can select and choose resources to achieve a goal.	To know how to manage their emotions in different situations. To know that there are boundaries set. To know about different feelings and be able to talk about them during circle time, ‘happy’, ‘sad’, ‘angry’ or ‘worried’. To know that we must respect our resources and put them back when we have finished with them. To know that when playing in a group they need to share and also know that they will get a turn.	To be aware of the different areas in the Nursery and how to explore them safely. To understand they can approach an adult if they need support. To know how to independently put on coats and use the toilet. To understand the importance of listening to, and following rules set. To learn to look after resources within the class.	To know that to play nicely it’s important to share and take turns. To know that if I am upset, I can use phrases such as “stop it, I don’t like it” to convey my discomfort. To know that it is OK to engage with others, even if in a different environment. To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.	To know how to talk politely and develop an understanding of what is appropriate. To know that it is OK to challenge others, but they must remember to always be kind. To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. To begin to be assertive towards others where necessary. To know how to make healthy choices about food and activity.

	Being Me in my world	Celebrating Differences	Dreams and Goals	Healthy ME	Relationships	Changing Me
F2	1.I understand how it feels to belong and that we are similar and different. 2.I can start to recognise and manage my own feelings. 3.I enjoy working with others to make school a good place to be. 4.I understand why it is good to be kind and use gentle hands. 5.I am starting to understand children's rights, and this means we should all be allowed to learn and play. 6.I am learning what being responsible means	1. I can identify something I am good at and understand that everyone is good at different things. 2. I understand that being different makes us all special. 3. I know we are all different but the same in some ways. 4. I can tell you why I think my home is special to me. 5. I can tell you how to be a kind friend. 6 I know which words to use to stand up for myself when someone says or does something unkind.	1. I understand that if I persevere, I can tackle challenges 2. I can tell you about a time I didn't give up until I achieved my goal. 3. I can set a goal and work towards it 4. I can use kind words to encourage people. 5. I understand the link between what I learn now and the job I might like to do when I'm older.	1. I understand that I need to exercise to keep my body healthy. 2. I understand how moving and resting are good for my body 3. I know which foods are healthy and not so healthy and can make healthy eating choices. 4. I know how to help myself go to sleep and understand why sleep is good for me. 5. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. 6. I know what a stranger is and how to stay safe if a stranger approaches me	1. I can identify some of the jobs I do in my family and how I feel like I belong. 2. I know how to make friends to stop myself feeling lonely. 3. I can think of ways to solve problems and stay friends. 4. I am starting to understand the impact of unkind words. 5. I can use Calm Me time to manage my feelings. 6. I know how to be a good friend.	1. I can name parts of the body. 2. I can tell you some things I can do and foods I can eat to be healthy. 3. I can understand that we all grow from babies to adults. 4. I can express how I feel about moving to Year 1. 5. I can talk about my worries and things I'm looking forward to about Year 1. 6. I can share my memories of the best bits of this year in Reception.
Year 1	1. I know how to use my Jigsaw Journal. 2. I understand the rights and responsibilities as a member of my class. 3. I understand the rights and responsibilities for being a member of my class. 4. I know my views are valued and can contribute to the Learning Charter. 5. I can recognise the choices I make and understand the consequences. 6. I understand my rights and responsibilities within our Learning Charter.	1. I can identify similarities between people in my class. 2. I can identify difference between people in my class. 3. I can tell you what bullying is. 4. I know some people who I could talk to if I was feeling unhappy or being bullied. 5. I know how to make new friends. 6. I can tell you some ways I am different from my friends.	1. I can set simple goals. 2. I can set a goal and work out how to achieve it. 3. I understand how to work well with a partner. 4. I can tackle a new challenge and understand this might stretch my learning. 5. I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. 6. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.	1. I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. 2. I know how to make healthy lifestyle choices. 3. I know how to keep myself clean and healthy, and understand how germs cause disease/illness & I know that all household products including medicines can be harmful if not used properly. 4. I understand that medicines can help me if I feel poorly and I know how to use them safely. 5. I know how to keep safe when crossing the road,	1. I can identify the members of my family and understand that there are lots of different types of families. 2. I can identify what being a good friend means to me. 3. I know appropriate ways of physical contact to greet my friends and know which ways I prefer. 4. I know who can help me in my school community. 5. I can recognise my qualities as person and a friend. 6. I can tell you why I appreciate someone who is special to me.	1. I am starting to understand the life cycles of animals and humans. 2. I can tell you some things about me that have changed and some things about me that have stayed the same. 3. I can tell you how my body has changed since I was a baby. 4. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. 5. I understand that every time I learn something new I change a little bit. 6. I can tell you about changes that have happened in my life.

				and about people who can help me to stay safe. 6. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.		
Year 2	1. I can identify some of my hopes and fears for this year. 2. I understand the rights and responsibilities for being a member of my class and school. 3. I understand the rights and responsibilities for being a member of my class. 4. I can listen to other people and contribute my own ideas about rewards and consequences. 5. I understand how following the Learning Charter will help me and others learn. 6. I can recognise the choices I make and understand the consequences.	1. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). 2. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). 3. I understand that bullying is sometimes about difference. 4. I can recognise what is right and wrong and know how to look after myself. 5. I understand that it is OK to be different from other people and to be friends with them. 6. I can tell you some ways I am different from my friends.	1. I can choose a realistic goal and think about how to achieve it. 2. I carry on trying (persevering) even when I find things difficult. 3. I can recognise who I work well with and who it is more difficult for me to work with. 4. I can work well in a group. 5. I can tell you some ways I worked well with my group. 6. I know how to share success with other people.	1. I know what I need to keep my body healthy. 2. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. 3. I understand how medicines work in my body and how important it is to use them safely. 4. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. 5. I can make some healthy snacks and explain why they are good for my body. 6. I can decide which foods to eat to give my body energy.	1. I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. 2. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. 3. I can identify some of the things that cause conflict with my friends. 4. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. 5. I recognise and appreciate people who can help me in my family, my school and my community. 6. I can express my appreciation for the people in my special relationships.	1. I can recognise cycles of life in nature. 2. I can tell you about the natural process of growing from young to old and understand that this is not in my control. 3. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. 4. I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. 5. I understand there are different types of touch and can tell you which ones I like and don't like. 6. I can identify what I am looking forward to when I move to my next class.
Year 3	1. I recognise my worth and can identify positive things about myself and my achievements. 2. I can face new challenges positively, make responsible choices and ask for help when I need it. 3. I understand why rules are needed and how they relate to rights and responsibilities.	1. I understand that everybody's family is different and important to them. 2. I understand that differences and conflicts sometimes happen among family members. 3. I know what it means to be a witness to bullying. 4. I know that witnesses can make the situation	1. I can tell you about a person who has faced difficult challenges and achieved success. 2. I can identify a dream/ambition that is important to me. 3. I enjoy facing new learning challenges and working out the best ways for me to achieve them.	1. I understand how exercise affects my body and know why my heart and lungs are such important organs. 2. I know that the amount of calories, fat and sugar I put into my body will affect my health. 3. I can tell you my knowledge and attitude towards drugs.	1. I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. 2. I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener.	1. I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. 2. I understand how babies grow and develop in the mother's uterus & I understand what a baby needs to live and grow.

	4. I understand that my actions affect myself and others and I care about other people's feelings. 5. I can make responsible choices and take action. 6. I understand my actions affect others and try to see things from their points of view.	better or worse by what they do. 5. I recognise that some words are used in hurtful ways. 6. I can tell you about a time when my words affected someone's feelings and what the consequences were	4. I am motivated and enthusiastic about achieving our new challenge. 5. I can recognise obstacles which might hinder my achievement and can take steps to overcome them. 6. I can evaluate my own learning process and identify how it can be better next time.	4. I can identify things, people and places that I need to keep safe from & I know some strategies for keeping myself safe, who to go to for help and how to call emergency services. 5. I can identify when something feels safe or unsafe. 6. I understand how complex my body is and how important it is to take care of it.	3. I know and can use some strategies for keeping myself safe online. 4. I can explain how some of the actions and work of people around the world help and influence my life. 5. I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. 6. I know how to express my appreciation to my friends and family.	3. I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies & I can identify how boys' and girls' bodies change on the outside during this growing up process. 4. I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. 5. I can start to recognise stereotypical ideas I might have about parenting and family roles. 6. I can identify what I am looking forward to when I move to my next class.
Year 4	1. I know my attitudes and actions make a difference to the class team. 2. I understand who is in my school community, the roles they play and how I fit in. 3. I understand how democracy works through the School Council. 4. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. 5. I understand how groups come together to make decisions. 6. I understand how democracy and having a voice benefits the school community.	1. I understand that, sometimes, we make assumptions based on what people look like. 2. I understand what influences me to make assumptions based on how people look. 3. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. 4. I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. 5. I can identify what is special about me and value the ways in which I am unique. 6. I can tell you a time when my first impression	1. I can tell you about some of my hopes and dreams. 2. I understand that sometimes hopes and dreams do not come true and that this can hurt. 3. I know that reflecting on positive and happy experiences can help me to counteract disappointment. 4. I know how to make a new plan and set new goals even if I have been disappointed. 5. I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group. 6. I can identify the contributions made by	1. I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. 2. I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations. 3. I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. 4. I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.	1. I can recognise situations which can cause jealousy in relationships. 2. I can identify someone I love and can express why they are special to me. 3. I can tell you about someone I know that I no longer see. 4. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. 5. I can understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. 6. I know how to show love and appreciation to	1. I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. 2. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. 3. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. 4. I know how the circle of change works and can

		of someone changed when I got to know them	myself and others to the group's achievement.	5. I can recognise when people are putting me under pressure and can explain ways to resist this when I want. 6. I know myself well enough to have a clear picture of what I believe is right and wrong.	the people and animals who are special to me.	apply it to changes I want to make in my life. 5. I can identify changes that have been and may continue to be outside of my control that I learnt to accept. 6. I can identify what I am looking forward to when I move to a new class.
Year 5	1. I can face new challenges positively and know how to set personal goals. 2. I understand my rights and responsibilities as a citizen of my country. 3. I understand my rights and responsibilities as a citizen of my country and as a member of my school. 4. I can make choices about my own behaviour because I understand how rewards and consequences feel. 5. I understand how an individual's behaviour can impact on a group. 6. I understand how democracy and having a voice benefits the school community and know how to participate in this.	<u>Celebrating Differences</u> 5. I can compare my life with people in the developing world. 6. I can understand a culture different from my own. <u>Dreams and Goals</u> 4. I can describe the dreams and goals of young people in a culture different to mine. 5. I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. 6. I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.	<u>Mini Police</u> <u>9 Week Programme across whole of Spring Term</u> 1. Programme introduction and icebreaker activities 2. Bullying and sharing images 3. Hate crime 4. Anti-social behaviour 5. Road safety 6. Permission (Consent) 7&8. Criminal justice system 9. Graduation <u>Healthy Me</u> 5. I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.	<u>The following JIGSAW topics are covered in other areas of the curriculum</u> <u>Celebrating Differences (in Mini Police)</u> 1. I understand that cultural differences sometimes cause conflict. 2. I understand what racism is. 3. I understand how rumour-spreading and name-calling can be bullying behaviours. 4. I can explain the difference between direct and indirect types of bullying. <u>Dreams and Goals (in Lifesavers)</u> 1. I understand that I will need money to help me achieve some of my dreams. 2. I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. 3. I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.	1. I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. 2. I understand that belonging to an online community can have positive and negative consequences. 3. I understand there are rights and responsibilities in an online community or social network. 4. I know there are rights and responsibilities when playing a game online. 5. I can recognise when I am spending too much time using devices (screen time). 6. I can explain how to stay safe when using technology to communicate with my friends.	1. I am aware of my own self-image and how my body image fits into that. 2. I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. 3. I can describe how boys' and girls' bodies change during puberty. 4. I understand that sexual intercourse can lead to conception and that is how babies are usually made & I understand that sometimes people need IVF to help them have a baby. 5. I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). 6. I can identify what I am looking forward to when I move to my next class.

				<u>Healthy Me (in DAaRT, Safety Zone, Online Safety, DT and Science curriculum)</u> 1. I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. 2. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. 3. I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. 4. I understand how the media, social media and celebrity culture promotes certain body types. 6. I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.		
Year 6	1. I can identify my goals for this year, understand my fears and worries about the future and know how to express them. 2. I know that there are universal rights for all children but for many children these rights are not met. 3. I understand that my actions affect other people locally and globally. 4. I can make choices about my own behaviour because I understand how rewards and consequences	1. I understand there are different perceptions about what normal means. 2. I understand how being different could affect someone's life. 3. I can explain some of the ways in which one person or a group can have power over another. 4. I know some of the reasons why people use bullying behaviours. 5. I can give examples of people with disabilities who lead amazing lives.	<u>DART is a 10 week programme</u> 1. Introduction to Life Skills Primary 2. Dealing with Stressful Situations 3. What is Peer Pressure? 4. Balancing Risks and Consequences 5. Just Different 6. Let's Communicate 7. To the Point 8. More than just Talk 9. Becoming a Good Citizen 10. My Support Network	<u>DART is a 10 week programme</u> These Jigsaw topics are covered within DART 1. I can take responsibility for my health and make choices that benefit my health and well-being. 2. I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. 3. I understand that some people can be exploited and made to do things that are against the law.	1. I know that it is important to take care of my mental health. 2. I know how to take care of my mental health. 3. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. 4. I can recognise when people are trying to gain power or control. 5. I can judge whether something online is safe and helpful for me.	1. I am aware of my own self-image and how my body image fits into that. 2. I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. 3. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. 4. I understand how being physically attracted to

	feel and I understand how these relate to my rights and responsibilities. 5. I understand how an individual's behaviour can impact on a group. 6. I understand how democracy and having a voice benefits the school community.	6. I can explain ways in which difference can be a source of conflict and a cause for celebration.		4. I know why some people join gangs and the risks this involves. 5. I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. 6. I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.	6. I can use technology positively and safely to communicate with my friends and family.	someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. 5. I am aware of the importance of a positive self-esteem and what I can do to develop it. 6. I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. The Great Project is also taught in this half term