



Our PSHE programme is centred on the Cambridgeshire Personal Development Programme as set out below, supplemented by additional materials from Protective Behaviours, Project Evolve for online safety, and thematic weeks such as anti-bullying week, road safety week, safer cycling training in Year 5, internet safety week and NSPCC Stay safe, speak out.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Beginning and Belonging MMR1 BBF	My Body and Growing Up HSL1 BGF	Family & Friends (incl. anti-bullying) HSL2 KSF	Keeping Safe (incl. Drug Education) HSL 2 KSF	Identities and Diversity Cit1 IDF Me and My World Cit2 MWF	My Emotions MMR3 MEF Healthy Lifestyles HSL3 HLF
Year 1	Beginning and Belonging MMR4 BB12 Sex & Relationships Education HSL6 SR1	My Emotions MMR5 ME12	Diversity & Communities Cit4 DC12	Managing Safety & Risk HSL4 MR12 HSL5 SC12	Healthy Lifestyles HSL7 HL12	Working Together Cit3 WT12
Year 2	Rights, Rules & Responsibilities Cit5 RR12	Anti-Bullying MMR7 AB12	Personal Safety HSL9 PS12	Family & Friends MMR6 FF12	Sex & Relationships Education HSL10 SR2 Drug Education HSL8 DE12	Financial Capability EW1FC12 Managing Change MMR8 MC12
Year 3	Beginning & Belonging MMR9 BB34	Anti-Bullying MMR12 AB34	Healthy Lifestyles HSL14 HL34	Sex & Relationships Education HSL17 SR4	Diversity & Communities Cit7 DC34	Personal Safety HSL16 PS34 Managing Change MMR13 MC34



				Managing Safety & Risk HSL11 MR34 HSL12 SC34		
Year 4	Rights, Rules & Responsibilities Cit8 RR34	Drug Education HSL15 DE34 Managing Safety & Risk HSL11 MR34 HSL12 SC34	Working Together Cit6 WT34	Sex & Relationships Education HSL17 SR4 Financial Capability EW2 FC34	Family & Friends MMR11 FF34	My Emotions MMR10 ME34
Year 5	Beginning & Belonging MMR14 BB56	Working Together Cit9 WT56 Anti-Bullying MMR17 AB56	Sex & Relationships Education HSL20 SR5 Financial Capability EW3 FC56	My Emotions MMR15 ME56	Drug Education HSL22 DE56	Managing Safety & Risk HSL18 MR56 HSL19SC56
Year 6	Healthy Lifestyles HSL21 HL56	Personal Safety HSL23 PS56	Family & Friends MMR16 FF56	Sex & Relationships Education HSL24 SR6	Rights, Rules & Responsibilities Cit11 RR56	Diversity & Communities Cit10 DC56 Managing Change MMR18 MC56



Anti-bullying progression:

EYFS - Included in Family and Friends	Year 2	Year 3	Year 5
	Why might people fall out with their friends?	How are falling out and bullying different?	Can I explain the differences between friendship difficulties and bullying?
	Can I describe what bullying is?	<p>What is the difference between direct and indirect forms of bullying?</p> <p>What are the key characteristics of different types of bullying?</p> <p>How do people use power when they bully others?</p>	<p>Might different groups experience bullying in different ways?</p> <p>Can I define the characteristics and different forms of bullying?</p> <p>What do all types of bullying have in common?</p> <p>How do people use technology & social media to bully others and transphobic bullying? How do people use technology & social media to bully others and transphobic bullying?</p> <p>How can people's personal circumstances affect their experiences?</p>
	Do I understand some of the reasons people bully others?	How can lack of respect and empathy towards others lead to bullying?	How does prejudice sometimes lead people to bully others?
	Why is bullying never acceptable or respectful?		
	How might people feel if they are being bullied?	Do I understand that bullying might affect how people feel for a long time?	How might bullying affect people's mental wellbeing and behaviour?
	Who can I talk to if I have worries about friendship difficulties or bullying?		
	How can I be assertive?	How can I support people I know who are being bullied by being assertive?	Can I respond assertively to bullying, online and offline?



	Do I know what to do if I think someone is being bullied?	What are bystanders and followers and how might they feel?	How and why might peers become colluders or supporters in bullying situations?
	How do people help me to build positive and safe relationships?		
	What does my school do to stop bullying?	How does my school prevent bullying and support people involved?	Can I identify ways of preventing bullying in school and the wider community?

Beginning and belonging progression:

EYFS	Year 1	Year 3	Year 5
How am I special and what is special about other people in my class?			
What have I learnt to do and what would I like to learn next?	How do I feel when I am doing something new? What helps me manage in new situations?	What helps me manage a new situation or learn something new?	How might different people feel when starting something new and how can I help? What helps me to be resilient in a range of new situations?
How do we welcome new people to our class?	How can I get to know the people in my class? How can I help someone feel welcome in class?	How can we build relationships in our class and how does this benefit me? What does it feel like to be new or to start something new? How can I help children and adults feel welcome in school?	How can I take responsibility for building relationships in my school and how does this benefit us all? How do we help people feel welcome and valued in and out of school?
What can I do to help everyone in our classroom feel safer and happier?	Do I understand simple ways to help my school feel like a safe, happy place?	What is my role in helping my school be a place where we can learn happily and safely?	What are my responsibilities for helping others in school feel happy and safe?



What can help me to follow instructions?	Who can help me at home and at school?	Who are the different people in my network who I can ask for help?	Are there more ways I can get help now and how do I seek support?
How can I play and work well with others? How can I show I am listening to an adult?			

Digital Lifestyles Progression:

EYFS	Year 2	Year 4	Year 6
	What are some examples of ways in which I use technology and the internet and what are the benefits?	How might my use of technology change as I get older, and how can I make healthier and safer decisions?	What are some examples of how I use the internet, the services it offers, and how do I make decisions?
	What is meant by 'identity' and how might someone's identity online be different from their identity in the physical world?	How does my own and others' online identity affect my decisions about communicating online?	What are the principles for my conduct and contact online, including when I am anonymous?
	What are some examples of online content or contact which might mean I feel unsafe, worried or upset?	How might people with similar likes and interests get together online? Can I explain the difference between 'liking' and 'trusting' someone online?	How can I critically consider my online friendships, contacts and sources of information, and make positive contributions?
	What sort of information might I choose to put online and what do I need to consider before I do so?	What does it mean to show respect online, and how could my feelings, and those of others, be affected by online contact or content? When looking at online content, what is the difference between opinions, beliefs and facts?	How might the media shape my ideas about various issues and how can I challenge or reject these?
	When might I need to report something and how would I do this?		What are some ways of reporting concerns and why is it important to persist in asking? Can I identify, flag and report inappropriate content?
	What sort of rules can help to keep us safer and healthier when using technology?	Why is it important to ration the time we spend using technology and/or online?	
	Who can help me if I have questions or concerns about what I experience online or about others' online behaviour?	How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it?	



		Why are social media, some computer games online gaming and TV/films age restricted and how does peer influence play a part in my decision making?	
			How can online content impact me positively or negatively?
			Can I explain some ways in which information and data is shared and used online?
			What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfill these?

Diversity and Communities Progression:

EYFS	Year 1	Year 3	Year 6
Who are the people in my class and how are we similar to and different from each other?	What makes me 'me', what makes you 'you'?	What have we got in common and how are we different?	How do other people's perceptions, views and stereotypes influence my sense of identity?
	Do all boys and all girls like the same things?	How might others' expectations of girls and boys affect people's feelings and choices?	How do views of gender affect my identity, friendships, behaviour & choices?
Who are the people in my family, and who are the people in other families? What is especially important to my family and me?	What is my family like and how are other families different?	How are our families the same and how are they different?	
How can we value different types of people including what they believe in and how they live their lives?	What different groups do we belong to?	How do people in my locality benefit from being part of different groups?	What are people's different identities, locally and in the UK? Which wider communities and groups am I part of and how does this benefit me?
	What is a stereotype and can I give some examples?	Why are stereotypes unfair and how can I challenge them?	What are the negative effects of stereotyping?



<p>What are some of the similarities and differences in the way people live their lives?</p> <p>How do we celebrate what we believe in and how is this different for different people?</p>	<p>What does 'my community' mean and how does it feel to be part of it?</p> <p>How do people find out about what is happening in my community?</p>	<p>Do people who live in my locality have different traditions, cultures and beliefs?</p> <p>How does valuing diversity benefit everyone?</p> <p>How does the media work in my community?</p>	<p>How can I show respect to those with different lifestyles, beliefs & traditions?</p> <p>What is the role of the media and how does it influence me and my community?</p>
<p>Who are the people who live and work in my neighbourhood, including people who help me?</p>	<p>Who helps people in my locality and what help do they need?</p>	<p>What are the roles of people who support others with different needs in my community?</p>	<p>What are voluntary organisations and how do they make a difference?</p>
<p>What do animals and plants need to live and how can I help to take care of them?</p>	<p>How do we care for animals and plants?</p>	<p>What do animals need, and what are our responsibilities?</p>	
<p>How can we look after the local neighbourhood and keep it special for everybody?</p> <p>How can I help to look after my school?</p> <p>How can I help to care for my things at home?</p>	<p>How can I help look after my school?</p>	<p>How can we care for the local environment and what are the benefits?</p>	<p>Who cares for the wider environment and what is my contribution?</p>
<p>What is life like in other countries?</p>			



Drug Education Progression:

EYFS	Year 2	Year 4	Year 5
What goes on to and into my body and who puts it there?	Which substances might enter our bodies, how do they get there and what do they do?	What medical & legal drugs do I know about, and what are their effects? Who uses and misuses legal drugs?	What do I know about medicines, alcohol, smoking, solvents and illegal medicines drugs and why people use them? How does drug use affect the way a body or brain works? What is drug misuse?
Why do people use medicines? What are the safety rules relating to medicines and who helps me with these?	What are medicines and why and when do some people use them? Who is in charge of what medicine I take?	Why do some people need medicine and who prescribes it?	How do medicines help people with different illnesses?
	When and why do people have an injection from a doctor or a nurse?	What are immunisations and have I had any?	What immunisations have I had or may I have in future and how do they keep me healthy?
	What different things can help me feel better if I feel poorly?		
	How can I keep safe with medicines and substances at home and at school?	What are the safety rules for storing medicine and other risky substances? What should I do if I find something risky, like a syringe?	What are some of the laws about drugs? When and how should I check information about drugs?
	What is persuasion and how does it feel to be persuaded?	What do I understand about how friends and the media persuade and influence me?	How can I assess risk, recognise peer influence & respond assertively?



Family and Friends Progression:

EYFS	Year 2	Year 4	Year 6
Who are my special people and why are they special to me?	Who are my special people, why are they special and how do they support me?	Who is in my network of special people now and how do we affect and support each other?	Who are in my networks, on & offline, and how have these changed and how do we support each other?
Who is in my family and how do we care for each other?	Who is in my family and how do we care for each other?	How do my family members help each other to feel safe and secure even when things are tough?	How do people in my family continue to support each other as things change?
What is a friend and how can I be a good one?	Can I describe what a good friend is and does and how it feels to be friends?	How do good friends behave on and offline and how do I feel as a result? What is a healthy friendship and how does trust play an essential part?	What are the characteristics of healthy friendships on and offline and how do they benefit me?
How do I make new friends?	What skills do I need to choose, make and develop friendships?	What skills do I need for choosing, making and developing relationships and how effective are they?	What are the benefits and risks of making new friends, including those I only know online?
How can I make up with friends when I have fallen out with them?	How can I try to mend friendships if they have become difficult? How might friendships go wrong, and how does it feel?	How can I help to resolve disagreements positively by listening and compromising? Can I empathise with other people in a disagreement?	Can I communicate, empathise & compromise when resolving friendship issues?
Do I know what to do if someone is unkind to me?			
How can I respect my own needs and the needs of others?	What is my personal space and how do I talk to people about it?	How can I check with my friends that their personal boundaries have not been crossed?	How can I check that my friends give consent on and offline? Can I always balance the needs of family & friends & how do I manage this?



How does what I do affect others?	Why is telling the truth important?		How do trust and loyalty feature in my relationships on and offline?
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Financial Capability Progression:

EYFS	Year 2	Year 4	Year 5
What is money and why do we need it?	Where does money come from and where does it go when we 'use' it?	What might my family have to spend money on?	What different ways are there to gain money? Why don't people get all the money they earn?
	How might I get money and what can I do with it?	What different ways are there to earn and spend money? How can I decide what to spend my money on and choose the best way to pay?	What sort of things do adults need to pay for?
	How do we pay for things?		How can I afford the things I want or need?
	What does it mean to have more or less money than you need?	What is 'value for money'?	How can I make sure I get 'value for money'?
	How do I feel about money?	How do my feelings about money change? What do saving, spending and budgeting mean to me?	
	How do my choices affect me, my family, others?	How do my choices affect my family, the community, the world and me?	
	What is a charity?		How is money used to benefit the community or the wider world?
			What is poverty?



Healthy Lifestyles Progression:

EYFS	Year 1	Year 3	Year 6
What things can I do when I feel good and healthy?	What does it feel like to be healthy?	Who is responsible for my lifestyle choices and how are these choices influenced?	What are the factors influencing me when I'm making lifestyle choices and how might these change over time?
What can't I do when I am feeling ill or not so healthy?			What might be the signs of physical illness and how might I respond?
What can I do to help keep my body healthy?	How can I stay as healthy as possible?	How do nutrition and physical activity work together?	
Why are food and drink good for us? How can I make healthier choices about food?	Why do we need food? What healthy choices can I make? What does healthy eating mean and why is it important? What foods do I like and dislike and why? What can help us eat healthily?	What does healthy eating and a balanced diet mean? How can I plan and prepare simple, healthy meals safely?	What could characterise a balanced or unbalanced diet and what are the associated benefits and risks?
What is exercise and why is it good for us?	Why is it important to be active & what are the opportunities for physical activity?	What is an active lifestyle and how does it help me to be healthier? What is mental wellbeing and how is it affected by my physical health?	How does physical activity help me & what might be the risks of not engaging in it? What are the different aspects of a healthy lifestyle and how could I become healthier?
Why are rest and sleep good for us?			
		How much sleep do I need & what happens if I don't have enough? How can I look after my teeth and why is it important?	



	<p>What are the benefits and risks of spending time online/on electronic devices, age restrictions in terms of my physical and mental health?</p> <p>Why are online apps and games age restricted?</p>
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Managing Change Progression:

EYFS - NA	Year 2	Year 3	Year 6
	How are my achievements, skills and responsibilities changing and what else might change?	What changes have I and my peers already experienced and what might happen in the future?	<p>What positive and negative changes might people experience?</p> <p>What positive and negative changes have I experienced and how have these experiences affected me?</p>
	How might people feel during times of loss and change?	How might I behave when I feel strong emotions linked to loss and change?	How do people's emotions evolve over time as they experience loss and change?
	How do friendships change?	What strategies help me to thrive when my friendships change?	How can I manage the changing influences and pressures on my friendships and relationships?
	What helps me to feel calmer when I am experiencing strong emotions linked to loss and change?	What helps me when I'm experiencing strong emotions due to loss or change?	What different strategies do people use to manage feelings linked to loss and change and how can I help?
	How might people feel when they lose a special possession?	How might people feel when loved ones or pets die, or they are separated from them for other reasons?	How might people whose families change feel?
	When can I make choices about changes?	What changes might people welcome and how can they plan for these?	When might change lead to positive outcomes for people?



		What strategies will help me to thrive when I move to my next school?
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Managing Safety and Risk (1) Progression:

EYFS	Year 1	Year 3 - MR	Year 4 - SC
<p>What are the clues my body gives me if I am feeling unsafe?</p> <p>What are some situations where I need to think about how to keep myself safer?</p> <p>Do I understand simple safety rules for when I am at home, at school and when I am out and about?</p>	<p>What are risky situations and how might I feel?</p>	<p>How do I feel in risky situations and how might my body react?</p>	
<p>Can I say 'No!' if I feel unsafe or unsure about something?</p>		<p>Can I make decisions in risky situations and might my friends affect these decisions?</p>	<p>When might I meet adults I don't know & how can I respond safely?</p>
	<p>What is my name, address and phone number and when might I need to give them?</p>		
<p>Who are the people who help to keep me safe?</p> <p>Can I ask for help and tell people who care for me if I feel unsafe, worried or upset?</p>	<p>What is an emergency and who can help?</p>		<p>What actions could I take in an emergency or accident and how can I call the emergency services?</p>
	<p>What makes a place or activity safe for me?</p>		
	<p>What are the benefits and risks for me when walking near the road, and how can I stay safer?</p>		<p>What are the benefits of using the roads and being near water and how can I reduce the risks?</p>
	<p>What are the benefits and risks for me in the sun and how can I stay safer?</p>		



	What do I enjoy when I'm near water and how can I stay safer?		
	What are the risks for me if I am lost and how can I get help?		How do I keep myself safe during activities and visits?
	How can I help to stop simple accidents from happening and how can I help if there is an accident?		How can I stop accidents happening at home and when I'm out?
			How is fire risky and how can I reduce the risks?

My Emotions Progression:

EYFS	Year 1	Year 4	Year 5
Can I recognise and talk about my feelings?	Can I name some different feelings? How do my feelings and actions affect others?	How can I communicate my emotions? How do my actions and feelings affect the way I and others feel? Why is mental wellbeing as important as physical wellbeing?	How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing?
Can I recognise emotions in other people and say how they might be feeling? How can I help other people feel better?		How do I care for other people's feelings?	How do I recognise how other people feel and respond to them?
Do I know what might cause different emotions in myself and other people?	Can I describe situations in which I might feel happy, sad, cross etc? How do I manage some of my emotions and associated behaviours?	Can I recognise some simple ways to manage difficult emotions?	How can I judge if my own feelings and behaviours are appropriate & proportionate? How do I manage strong emotions?



How might I and others feel when things change?			
What are some simple ways to help myself feel better?	Who do I share my feelings with?	Who can I talk to about the way I feel?	How and from whom do I get support when things are difficult? How common is mental ill health and what self-care techniques can I use?
What could I do when things are difficult for me?	What are the different ways people might relax and what helps me to feel relaxed?	What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others? How can I disagree without being disagreeable?	What is loneliness and how can we manage feelings of isolation?
	What am I good at and what is special about me? How can I stand up for myself?	Why is it important to accept and feel proud of who we are? What does the word 'unique' mean and what do I feel proud of about myself?	What does it mean to have a 'strong sense of identity' & 'self-respect'? What can I do to boost my self-respect?

Personal Safety Progression:

EYFS	Year 2	Year 3	Year 6
	Can I identify different feelings and tell others how I feel?	How do I recognise my own feelings and communicate them to others?	How do I recognise my own feelings and consider how my actions may affect the feelings of others?
Do I understand simple safety rules for when I am at home, at school and when I am out and about?	Which school/classroom rules are about helping people to feel safe?	Which school/classroom rules are about helping people to feel safe?	Is my fun, fun for everyone?
What are the clues my body gives me if I am feeling unsafe?	Can I name my own Early Warning Signs?	Can I recognise when my Early Warning Signs are telling me I don't feel safe?	Can I use my Early Warning Signs to judge how safe I am feeling?



			What strategies can I use to assess risk and help me feel safer when I am feeling unsafe?
Who are the people who help to keep me safe?	How do I know which adults and friends I can trust?	Who is on my network of support and how can I ask them for help? What qualities do trusted adults and trusted friends have?	How do I judge who is a trusted adult or trusted friend? How can I seek help or advice from someone on my network of support and when should I review my network?
Can I ask for help and tell people who care for me if I feel unsafe, worried or upset?	Who could I talk with if I have a worry or need to ask for help?	What could I do if I feel worried about a friendship or family unkind behaviour relationship?	How could I report concerns of abuse or neglect?
	What could I do if a friend or someone in my family isn't kind to me?		
Can I say 'No!' if I feel unsafe or unsure about something?	Can I identify private body parts and say 'no' to unwanted touch?	What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted?	Can I identify appropriate & inappropriate or unsafe physical contact?
	What could I do if I feel worried about a secret?	How can I decide if a secret is safe or unsafe?	How do I judge when it is not right to keep a secret and what action could I take?
	What could I do if something worries or upsets me when I am online?	How can I keep safe online?	How can I recognise risks online and report concerns?

Rights, rules and responsibilities progression:

EYFS -N/A	Year 2	Year 4	Year 6
	How do rules and conventions help me to feel happy & safe?	Why do we need rules and conventions at home and at school?	What are the conventions of courtesy & manners and how do these vary?
	How do I take part in making rules?	What part can I play in making and changing rules?	How can I contribute to making and changing rules in school?
	Who looks after me and what are their responsibilities?	What do we mean by rights and responsibilities?	What are the basic rights of children and adults?



			Why do we have laws in our country?	
	What jobs and responsibilities do I have in school and at home?	What are my responsibilities at home and at school?	How else can I make a difference in school?	
	Can I listen to other people, share my views and take turns?	How do we make democratic decisions in school?	How do I take part in debate, respectfully listening to other people's views?	
	Can I take part in discussions and decisions in class?			
			How does my behaviour online affect others and how can I show respect?	
			Why is it important to keep my personal information private, especially online?	
		What does it mean to be treated and to treat others with respect?		
		Who are those in positions of authority within our school and communities and how can we show respect?		How does democracy work in our community and in our country?
What is a representative and how do we elect them?		What do councils, councillors, parliament and MPs do?		

Sex and Relationships Education Progression (1)

EYFS	Year 1	Year 2	Year 3
What does my body look like?	What are the names of the main parts of the body?		How are male and female bodies different and what are the different parts called?



What differences and similarities are there between our bodies? How do I feel about growing up?			
How has my body changed as it has grown? What can my body do?	What can my amazing body do?	How have I changed since I was a baby? How do babies change and grow?	When do we talk about our bodies, how they change, and who do we talk to? What can my body do and how is it special?
	When am I in charge of my actions and my body?	What are my responsibilities now that I'm growing up?	
How can I look after my body and keep it clean?	How can I keep my body clean?		Why is it important to keep myself clean? What can I do for myself to stay clean and how will this change in the future?
	How can I avoid spreading common illnesses and diseases?		How do different illnesses and diseases spread and what can I do to prevent this?
		What's growing in that bump?	
How am I learning to take care of myself and what do I still need help with?		What do babies and children need from their families?	
Who are the members of my family and trusted people who look after me?		Which stable, caring relationships are at the heart of families I know?	



Sex and Relationships Education (2)

Year 4	Year 5	Year 6
What are the main stages of the human life cycle? How did I begin?	What are male and female sexual parts called and what are their functions?	What are different ways babies are conceived and born?
What does it mean to be 'grown up'?	What happens to different bodies at puberty?	What effect might puberty have on people's feelings and emotions?
What am I responsible for now and how will this change?		How can my words or actions affect how others feel, and what are my responsibilities?
How do different caring, stable, adult relationships create a secure environment for children to grow up?		What should adults think about before they have children? Why might people get married or become civil partners? What are different families like?
	How can I keep my growing and changing body clean? How can I reduce the spread of viruses and bacteria?	
	What might influence my view of my body?	



**Working Together
Progression:**

	How can I talk about bodies confidently and appropriately?	
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EYFS - N/A	Year 1	Year 4	Year 5
	What am I and other people good at?	What am I good at and what are others good at?	What are my strengths and skills and how are they seen by others?
	What new skills would I like to develop?	What new skills would I like or need to develop?	What helps me learn new skills effectively? What would I like to improve and how can I achieve this?
	How can I listen well to other people?	How well can I listen to other people?	How can I be a good listener to other people?
	How can I work well in a group?	How can I work well in a group? How do I ask open questions? How can I share my views and opinions effectively? How can different people contribute to a group task?	What are some of the jobs that people do?
	Why is it important to take turns?		
	How can I negotiate to sort out disagreements?	How can I persevere and overcome obstacles to my learning?	How can I share my views effectively and negotiate with others to reach agreement? How can I persevere and help others to do so?
	How are my skills useful in a group?		
	What is a useful evaluation?	What is a useful evaluation? How do I give constructive feedback and	How can I give, receive and act on sensitive and constructive feedback?



		receive it from others?	
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