

St George's Central CE Primary School and Nursery

Progression in PSHE: Relationships Education

Families Statutory Relationships Education link: Families				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2– 3 year olds</u> - Begin to develop secure relationships with familiar adults and recognise important people in their lives. - Begin to talk about familiar people and their own family/home experiences. <u>3– 4 year olds</u> - Develop positive relationships with familiar adults and peers. - Talk confidently about home, family and the wider community. - Begin to understand that other children may have different experiences and needs.	- Talk about the people who are important to them and recognise that families may be different. - Understand that people who care for us help us to feel safe and cared for. - Show increasing sensitivity to the needs and feelings of others.	- Recognise that families are made up in different ways and that all families are unique. - Understand the different people who may make up a family and recognise common features of family life. - Understand how people in families care for and support one another. Know who to speak to if something about their family makes them worried or unhappy.	- Identify how and why families differ, including families with or without children, single-parent families, LGBT+ parents, blended families, adoption and fostering, and understand that all families should be respected. - Understand that families should provide children with love, care, protection and safety as they grow. Recognise that families can experience changes and difficult times and can support one another through these.	- Apply understanding of respect, care, safety and healthy relationships to increasingly complex situations. - Recognise that relationships and family circumstances can change and understand the importance of seeking support if a relationship or family situation causes concern. - Respect different family structures and challenge stereotypes or prejudice about families and relationships.
Caring Friendships Statutory Relationships Education link: Caring Friendships				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2– 3 year olds</u> - Begin to show interest in other children and play alongside them. - Begin to form early friendships and join in simple shared play. - Begin to share and take turns with adult support.	- Form positive friendships and play cooperatively with others. - Understand some of the qualities and behaviours associated with being a good friend. - Take turns, share ideas and increasingly consider the feelings and needs of others.	- Understand what friendship is, what makes a good friend and the qualities they value in friends. - Know how people make friends and recognise behaviours that help friendships to be positive. - Understand that friendships can have difficulties, including	- Understand the characteristics of positive, healthy friendships and how friendships support wellbeing. - Use strategies to make others feel welcome, included and that they belong. - Recognise loneliness and exclusion and know ways to	- Understand that healthy friendships should make people feel included, safe and happy and recognise when a friendship may not feel this way. - Recognise that friendships can change over time and use

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- Begin to recognise when others may need help or comfort. 3– 4 year olds - Develop friendships and play cooperatively with others. - Share and take turns with increasing independence. - Begin to recognise and talk about other people's feelings and needs. - Listen to peers and begin to take account of what they say.	Begin to manage minor disagreements with support and understand how kindness helps relationships.	falling out, and know simple ways to resolve disagreements. - Recognise bullying and understand how it differs from a one-off disagreement. - Know how and when to seek help if they or someone else is being hurt or treated unkindly.	support someone who feels left out. - Develop strategies for resolving conflict respectfully and recognise when conflict becomes bullying. - Understand how peer influence and the desire for approval can affect behaviour and choices within friendships.	strategies to manage difficulties and changing relationships. - Recognise and challenge bullying, including prejudice-based and online bullying. - Understand how stereotypes, prejudice and pressure can affect relationships and respond appropriately. - Recognise the importance of seeking support when friendship difficulties, loneliness, exclusion or bullying affect wellbeing.
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Respectful and Kind Relationships Statutory Relationships Education link: Respectful and Kind Relationships				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
2– 3 year olds - Begin to recognise simple kind and unkind behaviours. - Begin to notice similarities and differences between themselves and others. - Respond to simple boundaries and expectations with adult support. - Begin to show care towards others through everyday interactions. 3– 4 year olds - Recognise that other people have their own feelings and needs. - Begin to show kindness and consideration towards others. - Listen to others and begin to take account of what they say. - Understand simple rules and expectations that help people to be happy and safe together.	- Show respect and kindness towards others and recognise that people's needs, feelings, ideas and opinions may be different from their own. - Listen to and increasingly take account of other people's ideas. - Begin to manage disagreements appropriately and understand how their behaviour can affect others. - Understand expectations for respectful behaviour and begin to take responsibility for their own actions.	- Recognise similarities and differences between themselves and others and understand that everyone is unique. - Understand what it means to treat themselves and others with kindness and respect. - Recognise how behaviour can affect other people and how their actions can make others feel. - Understand that people may have different opinions and preferences and that these should be treated respectfully. - Recognise unkind behaviour and know how to respond and seek help.	- Understand the importance of treating others with kindness, courtesy and respect. - Recognise that people have differences and similarities and understand the importance of respecting these. - Respond appropriately to conflict and use strategies to resolve disagreements respectfully. - Recognise different forms of bullying and understand how to respond safely, including seeking help. - Recognise how peer influence and the desire for approval can affect behaviour towards others.	- Understand how mutual respect contributes to healthy relationships and recognise behaviours that demonstrate or undermine respect. - Recognise stereotypes and understand how stereotypical assumptions can affect how people are treated. - Recognise prejudice and discriminatory behaviour and understand why these can be harmful. - Develop strategies to challenge stereotypes, prejudice, bullying and discriminatory behaviour safely and appropriately. - Recognise that people may hold different views and beliefs while understanding that harmful or prejudiced behaviour should be challenged.

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Online Safety and Awareness

Statutory Relationships Education link: Online Safety and Awareness

Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2– 3 year olds</u> - Begin to understand simple rules and boundaries that help keep them safe. - Know that familiar adults can help when they need support. <u>3– 4 year olds</u> - Understand that rules help to keep us safe. - Know to ask a trusted adult for help when something makes them feel worried or unsure.	- Understand that rules and boundaries help to keep people safe, including when using technology. - Recognise that they should tell a trusted adult if something they see or experience makes them feel worried or uncomfortable. - Begin to understand that some information about themselves is private.	- Understand that people can communicate and interact with others online. - Recognise that people online may not always be who they say they are. - Understand that some personal information should be kept private and know when to ask a trusted adult before sharing information. - Understand how to behave respectfully and kindly towards others online. - Know how and when to seek help if something online makes them feel worried, uncomfortable or unsafe.	- Understand why and how privacy and location settings can help protect personal information. - Understand rights and responsibilities online, including those relating to personal data, privacy and consent. - Decide what is appropriate to share online and what should remain private. - Understand why age restrictions exist for apps, games, films, streaming and other online services and how they help protect children. - Recognise unsafe or inappropriate online interactions and know how to respond and seek support.	- Recognise the opportunities and risks associated with connecting and socialising with others online. - Understand that people may behave differently online and may misrepresent or disguise their identity. - Recognise risks associated with online contact and know strategies for responding safely, including blocking, reporting and seeking help. - Understand how personal information, images and other content can be shared beyond the intended audience and the possible consequences of this. - Apply understanding of privacy, consent and personal boundaries to online relationships. - Recognise harmful online behaviour, including cyberbullying, and know how to respond appropriately.

Being Safe/Boundaries

Statutory Relationships Education link: Being Safe

Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2– 3 year olds</u> - Begin to respond to simple boundaries and expectations. - Know that familiar grown-ups can help them when they need support. - Begin to communicate when they do or do not want something.	- Understand that rules and boundaries help to keep themselves and others safe. - Recognise that their body belongs to them and begin to communicate when something makes them feel uncomfortable.	- Understand that everyone's body belongs to them and should be respected. - Name private body parts, including external genitalia, and understand that these parts are private. - Recognise appropriate and inappropriate touch and	- Develop understanding of personal boundaries and the importance of respecting their own and other people's boundaries. - Recognise unwanted or inappropriate physical contact and know how to respond and report concerns.	- Understand what is meant by personal boundaries and how to communicate and respect boundaries in different relationships. - Understand seeking, giving and not giving permission (consent) in different situations with friends, peers and adults.

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<u>3– 4 year olds</u> • Understand simple rules and boundaries that help keep them safe. • Know that they can ask a trusted adult for help. • Begin to express their own needs, feelings and preferences and recognise that others have their own needs and feelings.	• Understand that they can say no to unwanted touch and should tell a trusted adult if they feel worried or unsafe. • Know how to ask trusted adults for help.	understand that touch should never make someone feel uncomfortable or unsafe. • Understand simple rules about permission and recognise that they can say yes or no to touch. • Identify trusted adults and know how to seek help if something makes them feel worried, uncomfortable or unsafe.	• Recognise pressure from others to do something unsafe or uncomfortable and use strategies to manage this. • Recognise situations that may present a risk to personal safety and make increasingly independent decisions about how to respond. • Know how and when to seek help and continue asking until they are heard.	• Identify appropriate and inappropriate physical contact and respond assertively to unwanted touch. • Recognise pressure, coercion or behaviour that does not respect personal boundaries and know strategies for responding safely. • Understand when confidentiality or keeping a secret is inappropriate and know when information should be shared with a trusted adult. • Know how to seek help for themselves or others and understand the importance of continuing to seek support until they are heard.
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Progression in PSHE: Health Education

General Wellbeing Statutory Health Education link: General Wellbeing				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2– 3 year olds</u> • Begin to recognise and express their own feelings and needs. • Begin to notice the feelings of others. • Develop simple ways to manage emotions with support from familiar adults. • Seek comfort and support from trusted adults when needed. <u>3– 4 year olds</u> • Recognise and name a growing range of feelings in themselves and others. • Begin to understand that different situations can cause different feelings. • Develop simple strategies to help manage strong emotions. • Develop confidence and independence when trying new things. • Know that trusted adults can help when they feel worried or upset.	• Recognise and talk about their own feelings and the feelings of others. • Understand that feelings can affect behaviour and begin to regulate their responses accordingly. • Use strategies to manage emotions and control immediate impulses when appropriate. • Show resilience and perseverance when experiencing challenge. • Develop confidence to try new activities and work towards simple goals.	• Identify and describe a range of feelings and recognise that feelings can vary in intensity. • Recognise how feelings can affect thoughts, behaviour and the body. • Use simple self-regulation strategies to manage different feelings. • Recognise things that support mental and emotional wellbeing. • Know when feelings may require help and identify trusted people they can talk to.	• Understand that mental wellbeing can change and that different experiences can affect thoughts and feelings. • Develop and apply a wider range of self-regulation strategies to manage feelings and worries in different contexts. • Recognise when strategies may need to be adapted depending on the situation. • Understand how setbacks, mistakes and challenges can be managed and use helpful ways of thinking to support wellbeing. • Recognise when they or someone else may need support and know how to seek appropriate help.	• Understand that mental health and wellbeing can change over time and can be affected by a range of experiences and influences. • Recognise patterns or habitual thoughts and emotions and use increasingly sophisticated self-regulation strategies to manage them. • Understand how to respond proportionately to different emotions and manage feelings during loss, change and transition. • Recognise that events outside their control, including news and world events, can affect emotions and wellbeing and identify healthy ways of responding. • Develop resilience by managing setbacks, reframing unhelpful thinking and taking positive action where appropriate. • Recognise when they or others may need additional support and know how and where to seek help.

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Wellbeing Online				
Statutory Health Education link: Wellbeing Online				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2– 3 year olds</u> - Begin to experience a healthy balance of activities as part of everyday routines, with adult support. - Begin to move between different activities and routines with support. <u>3– 4 year olds</u> - Begin to understand that different activities contribute to feeling happy and healthy. - Experience a balance of active play, rest, social interaction and use of technology as part of healthy routines.	- Know that sensible amounts of screen time contribute to overall health and wellbeing. - Begin to recognise the importance of balancing screen time with sleep, physical activity, play and time with others. - Know to seek help from a trusted adult if something they see or experience using technology worries or upsets them.	- Recognise some benefits and risks of watching videos, playing games and accessing content online. - Understand that online content can affect thoughts and feelings. - Recognise that not everything seen online is true or real. - Make simple choices about online activities and know when to stop or seek help if content makes them feel worried or uncomfortable.	- Understand how online content and experiences can affect thoughts, feelings, behaviour and wellbeing. - Recognise how time spent online can affect wellbeing and identify ways to maintain a healthy balance between online and offline activities. - Begin to critically consider whether online information and content is reliable, including recognising that images and information can be altered or fabricated. - Recognise when online experiences are having a negative effect and know strategies for managing this and seeking support.	- Understand how online experiences and media can influence thoughts, feelings, behaviour and wellbeing. - Recognise how online platforms and content can be designed to attract and maintain attention and understand how this may affect online habits. - Critically evaluate online information and recognise potentially misleading, manipulated or AI-generated content. - Understand how targeted content and repeated exposure to information can influence emotions, attitudes and choices. - Develop strategies for managing online habits and maintaining a healthy balance between online and offline life. - Recognise when online experiences are negatively affecting their own or others' wellbeing and know how and where to seek support.
Physical Health and Fitness				
Statutory Health Education link: Physical Health and Fitness				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2– 3 year olds</u> Enjoy being physically active through everyday play and movement.	- Know that regular physical activity is important for overall health and wellbeing. - Talk about ways they can be physically active.	- Understand that regular physical activity helps to keep the body healthy. - Recognise different ways of being physically active in everyday life.	- Understand the physical and mental benefits of regular physical activity. - Recognise different levels of physical activity, including	Explain how regular physical activity contributes to physical and mental health and wellbeing.

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- Develop increasing control and confidence when moving their body. - Experience regular opportunities for active indoor and outdoor play. <u>3– 4 year olds</u> - Develop confidence and enjoyment in a range of physical activities. - Begin to recognise how their body feels during and after physical activity. - Begin to understand that being active helps to keep their body healthy.	Develop confidence, independence and enjoyment when taking part in physical activity.	- Begin to understand how physical activity can affect the body and how they feel. - Recognise the importance of balancing active and less active activities.	moderate and vigorous activity, and how these affect the body. - Understand that people may make different choices about physical activity and recognise some factors that can influence these choices. - Recognise that too little physical activity can affect health and wellbeing.	- Understand the benefits of different types and intensities of physical activity. - Recognise and evaluate factors that can influence choices about being physically active. - Understand the potential effects of insufficient physical activity on health and wellbeing. - Make increasingly informed choices about maintaining regular physical activity as part of a healthy lifestyle.
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Healthy Eating Statutory Health Education link: Healthy Eating				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2– 3 year olds</u> - Experience a range of foods and drinks as part of everyday routines. - Begin to make simple choices about food and drink with adult support. - Begin to develop positive routines around eating and drinking. <u>3– 4 year olds</u> - Begin to recognise that some food and drink choices help to keep our bodies healthy. - Talk about different foods and drinks and begin to make healthy choices. - Develop increasing independence during eating and drinking routines.	- Know that healthy food choices support overall health and wellbeing. - Recognise a range of foods and begin to understand that different foods contribute to a healthy diet. - Make increasingly independent healthy choices about food and drink.	- Understand that food and drink provide what the body needs to stay healthy. - Recognise that eating a variety of foods contributes to good health. - Identify healthier food and drink choices and begin to explain why these choices are important. - Understand the importance of drinking enough water.	- Understand what is meant by a healthy, balanced diet and why the body needs a range of foods. - Recognise the benefits of nutritionally rich foods and make healthier food and drink choices. - Understand that not eating a balanced diet can affect physical health and wellbeing. - Recognise some factors that can influence choices about what people eat and drink.	- Consolidate understanding of how a healthy, balanced diet contributes to overall health and wellbeing. - Apply prior learning to make increasingly informed choices about food and drink as part of maintaining a healthy lifestyle.

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Healthy Protection and Prevention				
Statutory Health Education link: Health Protection and Prevention				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2– 3 year olds</u> • Begin to take part in everyday personal-care routines, such as handwashing and toothbrushing, with adult support. • Begin to develop independence in managing simple personal hygiene needs. • Experience consistent routines for rest and sleep. <u>3– 4 year olds</u> • Develop increasing independence in personal hygiene and self-care routines. • Begin to understand why handwashing and toothbrushing help to keep the body healthy. • Begin to understand simple ways to prevent germs from spreading. • Recognise the importance of rest and sleep as part of being healthy.	• Manage their own basic hygiene and personal needs with increasing independence. • Understand why personal hygiene, including regular toothbrushing, is important for health. • Know simple ways to help prevent the spread of germs. • Understand that a good sleep routine supports health and wellbeing. • Begin to understand simple ways of protecting their body and keeping themselves healthy.	• Understand how germs can spread and identify everyday actions that help prevent infection, including effective handwashing and good hygiene. • Understand how to look after teeth, including regular brushing and visiting the dentist, and recognise how food and drink choices can affect dental health. • Understand why sleep and rest are important and identify simple routines that support good-quality sleep. • Know how to keep safe and well in the sun and protect skin from sun damage.	• Develop understanding of how good hygiene practices help prevent illness and the spread of infection. • Understand how to maintain good oral hygiene, including brushing, flossing and regular dental visits. • Recognise how choices and routines can affect dental health. • Understand how insufficient sleep can affect the body and mood and identify routines that support good-quality sleep. • Understand how to protect the body from the effects of the sun and heat.	• Apply and consolidate understanding of personal hygiene and actions that help prevent the spread of infection. • Take increasing responsibility for maintaining good oral health and other health-protection routines. • Understand more fully how sleep and rest affect physical and mental wellbeing and make informed choices that support good-quality sleep. • Understand the risks associated with sun exposure and heat and apply strategies to protect their health. • Know when and how to seek advice or support about maintaining their health.
Personal Safety				
Statutory Health Education link: Personal Safety				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2-3 year olds</u> • Begin to respond to simple safety instructions and boundaries with adult support. • Begin to recognise some familiar situations or objects that may be unsafe. • Know that familiar grown-ups help to keep them safe. <u>3-4 year olds</u>	• Recognise some situations that may be unsafe and explain simple ways to keep themselves safe. • Understand and follow rules that help keep people safe. • Develop awareness of pedestrian safety and know that adults can help them make safe choices.	• Identify hazards that could cause harm or injury at home, school and when out and about. • Understand simple ways to reduce risk and keep themselves and others safe. • Know how to stay safe around roads, railways, water and in busy places.	• Identify, predict and assess hazards and risks in familiar and less familiar situations. • Make increasingly independent decisions about how to reduce risk and keep themselves and others safe. • Apply specific safety strategies around roads, railways, water,	• Apply risk-assessment skills to increasingly complex and unfamiliar situations. • Consider the possible consequences of different choices before deciding how to respond to risk. • Recognise how other people, including peers, can influence decisions about personal safety

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- Recognise some common hazards in familiar environments. - Follow simple safety rules and instructions. - Begin to understand that their actions can help keep themselves and others safe. - Know to seek help from a trusted adult when they are unsure or feel unsafe.	Know how to seek help if they feel unsafe or are hurt.	- Understand that medicines, cleaning products and other household substances can be harmful if used incorrectly. - Know who can help them and what to do if they feel unsafe or think they may be at risk.	fire/fireworks and when using digital devices out and about. - Recognise how peer behaviour and the desire for approval can influence decisions about safety and use strategies to manage this influence. - Understand that rules, restrictions and laws can help keep people safe.	and respond assertively to unsafe pressure. - Take increasing responsibility for making informed decisions that protect their own and others' safety. - Know when a situation requires adult or professional help and how to access appropriate support.
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Basic First Aid
Statutory Health Education link: Basic First Aid

Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2-3 year olds</u> - Know that familiar grown-ups can help when they are hurt or unwell. - Begin to communicate when they are hurt or need help. <u>3-4 year olds</u> - Know to get a trusted adult if they or someone else is hurt. - Begin to understand that some people have special jobs that help us when we are hurt or unwell.	- Know to seek help from a trusted adult if they or someone else is hurt. - Recognise some people who can help in an accident or emergency. - Begin to understand the difference between an everyday problem and a situation where urgent help may be needed.	- Recognise when someone may need help following an accident or injury and know to get an adult. - Know that 999 is used to contact the emergency services in an emergency. - Know how to dial 999, including from a locked mobile phone, and give simple information about what has happened.	- Understand what first aid is and why it is used. - Know how to respond appropriately if someone has an accident and how to report it. - Develop basic first-aid skills for minor injuries, such as scratches, grazes and minor burns. - Make a clear and efficient call to the emergency services, providing the information needed.	- Apply basic first-aid knowledge and skills to a wider range of common injuries and situations. - Assess when an injury can be managed with basic first aid and when adult, emergency or professional help is required. - Respond calmly and appropriately in an emergency and know how to seek the correct help. - Consolidate how to make a clear and efficient emergency call and communicate relevant information.

Developing Bodies
Statutory Health Education link: Developing Bodies

Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2-3 year olds</u> - Develop awareness of their own body and basic personal needs. - Begin to notice that they can do more things independently as they grow. <u>3-4 year olds</u>	- Recognise that people grow and change over time. - Talk about ways they have grown, changed and become more independent. - Develop increasing independence in managing	- Understand that people grow and change from young to old and that people's needs change at different stages of life. - Name the main external parts of the body using correct vocabulary, including external genitalia.	- Consolidate understanding that bodies grow and change as people get older. - Recognise that growing and changing is a normal part of life and that people develop at different rates.	- Understand the physical and emotional changes that occur during puberty and recognise that these changes can happen at different times and rates. - Identify and name external genitalia and internal

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- Develop increasing awareness of their body and how they have grown and changed. - Recognise some ways in which they are becoming more independent as they grow.	their own body and personal-care needs.	Understand that private parts of the body are private and should be respected.	Develop the vocabulary and confidence needed to talk appropriately about bodies, growing and changing and to seek help or advice when needed.	reproductive organs in males and females. - Understand the menstrual cycle and menstrual wellbeing, including period products and where to seek help or advice. - Identify strategies for preparing for and managing physical and emotional changes during puberty. - Know where and how to seek reliable advice and support about growing, changing and puberty. <u>Non-statutory Sex Education (Y5/6):</u> - Pupils learn about conception and pregnancy, including conception and cell division; signs and symptoms and stages of pregnancy; sources of support; and the health needs of mother and child.
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Drugs, Alcohol, Tobacco and Vaping Statutory Health Education link: Drugs, Alcohol, Tobacco and Vaping				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2-3 year olds</u> - Begin to understand that some things are not safe to touch, eat or drink. - Follow adult guidance about things that may be harmful or unsafe. <u>3-4 year olds</u> - Recognise that some substances and products in the home or setting may be unsafe. - Understand that medicines are given by trusted adults to help us when needed.	- Understand that medicines can help us when we are unwell but should only be used with the help of a trusted adult. - Recognise that some household substances and products can be harmful if they are not used safely. - Follow safety rules relating to medicines and potentially harmful substances.	- Understand that medicines can help people to stay healthy or get better when used correctly. - Know that medicines should only be used according to instructions and with appropriate adult supervision. - Recognise that household products, including cleaning products, can be harmful if misused. - Know what to do if they find or are unsure about an unknown substance.	- Build on understanding that medicines and other substances can affect the body and must be used safely. - Understand that different substances can have different effects and that some can be harmful. - Recognise that choices about substances can be influenced by other people and know how to resist pressure to do something unsafe.	- Understand what is meant by a drug and recognise that drugs can be legal or illegal. - Understand the risks and effects associated with legal and illegal drug use. - Understand the risks associated with smoking, vaping and drinking alcohol. - Understand the importance of using medicines responsibly and according to instructions. - Recognise influences and pressures that may affect decisions about drugs and use

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• Know not to touch, taste or use unknown substances or products without an adult.			• Know when and how to seek help or advice about medicines or other substances.	strategies to make safe, informed choices. • Know where and how to seek reliable information, advice and support about drugs and substance use.
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Progression in PSHE: Economic Wellbeing and Careers Education

Economic Wellbeing				
PSHE Association link: Economic Wellbeing and Careers Education – Economic Wellbeing				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2– 3 year olds</u> - Begin to make simple choices between things they want. - Experience money being used in familiar play and everyday contexts. <u>3– 4 year olds</u> - Recognise money in familiar contexts and through play. - Begin to understand that money is used to buy things. - Make simple choices and begin to understand that we cannot always have everything we want.	- Recognise that money is used to pay for things. - Begin to understand that people make choices about how money is used. - Begin to distinguish between things we need and things we would like to have.	- Understand what money is and recognise different forms of money. - Understand that money can come from different sources, including through work. - Recognise the difference between needs and wants. - Understand that people make choices about spending and saving money. - Recognise that people may have different amounts of money and make different choices about how they use it.	- Understand that people's attitudes towards money and financial choices can differ. - Recognise that emotions and other influences can affect decisions about spending and saving. - Understand that financial decisions can affect people's feelings and wellbeing. - Develop strategies for making considered choices about money rather than acting only on immediate wants or influences.	- Apply understanding of needs, wants, spending and saving to increasingly complex financial decisions. - Understand that financial choices can have consequences and consider these before making decisions. - Recognise a wider range of influences that can affect financial choices and use strategies to make informed decisions. - Understand that money and financial circumstances can affect people's wellbeing and that people's financial situations should be treated sensitively and without judgement.
Online Financial Safety				
PSHE Association link: Economic Wellbeing and Careers Education – Online Financial Harms and Influences on Spending				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2– 3 year olds</u> No specific online financial safety teaching. Children develop foundations through making simple choices with adult support.	- Begin to understand that adults make choices about buying and paying for things. - Know to seek adult help when using technology or when	- Recognise that money can be spent in different ways, including through different methods of payment. - Begin to understand that choices about spending should	- Recognise that different influences can affect people's decisions about spending and saving. - Begin to recognise how advertising and other messages	Understand how people make decisions about spending and saving and recognise the influences that can affect these decisions.

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<u>3– 4 year olds</u> No specific online financial safety teaching. Children continue to develop understanding of choices and that adults help them to make safe decisions.	unsure about something they see online.	be made carefully and with adult support.	can influence what people want and the choices they make. Develop strategies for thinking carefully about financial choices rather than acting on immediate wants or pressure.	- Understand how targeted advertising and other online content can influence spending choices. - Recognise that online spending can involve financial risks and identify ways to reduce these risks. - Understand that money can be lost or stolen and recognise ways to keep money and financial information safe. - Recognise online scams and know how to protect personal information and finances online. - Critically consider online financial influences and make increasingly informed and responsible spending decisions.
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Careers Education

PSHE Association link: Careers Education – Aspirations, Learning and Work

Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<u>2– 3 year olds</u> - Begin to recognise things they enjoy doing. - Develop confidence in trying activities and doing things for themselves. - Encounter different familiar jobs and roles through stories, play and everyday experiences. <u>3– 4 year olds</u> - Talk about things they enjoy and are becoming good at. - Develop confidence in trying new activities and recognise their own achievements. - Recognise some different jobs people do in their family and community.	- Recognise their own strengths, interests and achievements. - Talk about things they are good at and things they would like to learn or improve. - Recognise that people have different jobs and roles in the community. - Understand that different jobs involve different skills and responsibilities. - Begin to talk positively about their aspirations and things they might like to do in the future.	- Understand that everyone has different strengths and interests and identify things they enjoy, are good at or feel proud of. - Understand that people can earn money by having a job. - Name a range of jobs, including roles and responsibilities within the community. - Identify some strengths and interests that may be useful for different jobs. - Recognise that people can have different aspirations for their future.	- Recognise their own strengths, skills, interests and achievements and how these may develop over time. - Understand that different jobs require different skills, strengths and qualities. - Recognise that there are many different types of jobs and ways people contribute through work. - Recognise and challenge stereotypes about who can do particular jobs. - Begin to understand that people's interests, strengths and experiences can influence choices about their future.	- Identify and develop skills that may support them in future careers, including teamwork, communication, negotiation, critical thinking and digital skills. - Understand that people make career choices for different reasons, including their skills, interests, values and pay. - Understand that there are different routes into jobs and careers, including college, apprenticeships and university. - Recognise and challenge stereotypes relating to jobs and careers.

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

• Explore different roles and occupations through imaginative play, stories and experiences.				• Consider their own strengths, interests and aspirations when thinking about future possibilities. • Understand that career pathways can change and develop over time. • Prepare for future learning and increasing independence, including the transition to secondary school.
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