

**PSHE Overview and Progression - 2026**

**Black writing = Disciplinary knowledge**

**Blue writing = Substantive knowledge**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn: Families and relationships</b>	<ul style="list-style-type: none"> <li>- Understand why we love our family and that they are all special.</li> <li>- Identify people that are special to you.</li> <li>- The importance of sharing.</li> <li>- Understanding I am a valuable person.</li> <li>- Understanding it is ok t like different things to others.</li> <li>- Exploring how I see myself.</li> <li>- Exploring diversity.</li> <li>- What makes a good friend.</li> <li>- Being a good friend.</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring how families are different from each other.</li> <li>- How friendship issues can be overcome.</li> <li>- Exploring friendly behaviours.</li> <li>- Recognising how others show their feelings.</li> <li>- Identifying ways we can care for others when they are sad.</li> <li>- Exploring the ability to successfully work with different people.</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding ways to show respect for different families.</li> <li>- Understanding that families offer love, care and support.</li> <li>- Understanding difficulties in friendships and discussing action that can be taken.</li> <li>- Learning how other people show their feelings and how to respond to them.</li> <li>- Exploring the conventions of manners in different situations.</li> <li>- Exploring how loss and change can affect us.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning that problems can occur in families and that there is help available if needed.</li> <li>- Exploring ways to resolve friendship problems.</li> <li>- Developing an understanding of the impact of bullying and what to do if bullying occurs.</li> <li>- Identifying who I can trust.</li> <li>- Learning about the effects of non-verbal communication.</li> <li>- Exploring the negative impact of stereotyping.</li> </ul>	<ul style="list-style-type: none"> <li>- Using respectful language to discuss different families.</li> <li>- Exploring physical and emotional boundaries in friendships.</li> <li>- Exploring how my actions and behaviour can affect other people.</li> <li>- Discussing how to help someone who has experienced a bereavement.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying ways families might make children feel unhappy or unsafe.</li> <li>- Exploring the impact that bullying might have.</li> <li>- Exploring issues that might be encountered in friendships and how these might impact the friendship.</li> <li>- Exploring and questioning the assumptions we make about people based on how they look.</li> <li>- Exploring our positive attributes and being proud of these (self-respect).</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying ways to resolve conflict through negotiation and compromise.</li> <li>- Discussing how and why respect is an important part of relationships.</li> <li>- Identifying ways to challenge stereotypes.</li> <li>- Exploring the process of grief and understanding that it is different for different people.</li> </ul>
	<ul style="list-style-type: none"> <li>- Talking about my family.</li> <li>- Knowing what it means to be a valued person.</li> <li>- Why I should share with others.</li> <li>- Liking different things is ok.</li> <li>- To share my interests with others.</li> <li>- Think about similarities and differences.</li> <li>- Characteristics of a good friend.</li> <li>- Importance of being a good friend.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that families look after us.</li> <li>- Know some words to describe how people are related (e.g. aunty, cousin, etc.)</li> <li>- That some information about me and my family is personal.</li> <li>- Some characteristics of a positive friendship.</li> <li>- To understand that friendships can have problems but that these can be overcome.</li> <li>- That it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</li> </ul>	<ul style="list-style-type: none"> <li>- That families can be made up of different people.</li> <li>- That families may be different to my family.</li> <li>- Some problems which might happen in friendships.</li> <li>- Some problems in friendships might be more serious and need addressing.</li> <li>- Ways people show their feelings.</li> <li>- What good manners are.</li> <li>- Some stereotypes related to jobs.</li> <li>- There are ways we can remember people or events.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that I can talk to trusted adults or services such as Childline if I experience family problems.</li> <li>- Bullying can be physical or verbal.</li> <li>- That bullying is repeated, not a one-off event.</li> <li>- Violence is never the right way to solve a friendship problem.</li> <li>- Trust is being able to rely on someone and it is an important part of relationships.</li> <li>- To know the signs of a good listener.</li> <li>- There are similarities and differences between people.</li> <li>- Some stereotypes related to age.</li> </ul>	<ul style="list-style-type: none"> <li>- Families are varied in the UK and across the world.</li> <li>- The different roles related to bullying including the victim, bully and bystander.</li> <li>- Everyone has the right to decide what happens to their body.</li> <li>- Courtesy and manners which are expected in different scenarios.</li> <li>- Some stereotypes related to disability.</li> <li>- Bereavement describes the feeling someone might have after someone dies or following another big change in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>- Marriage is a legal commitment and a choice people can make.</li> <li>- If I have a problem, I can call ChildLine on 0800 1111.</li> <li>- What attributes and skills make a good friend.</li> <li>- What might lead to someone bullying others.</li> <li>- What action a bystander can take when they see bullying.</li> <li>- That positive attributes are the good qualities that someone has.</li> <li>- Stereotypes can be unfair, negative and destructive.</li> <li>- Discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</li> </ul>	<ul style="list-style-type: none"> <li>- Conflict is a disagreement or argument and can occur in friendships.</li> <li>- Concepts of negotiation and compromise.</li> <li>- What respect is.</li> <li>- Everyone deserves respect but respect can be lost.</li> <li>- Stereotypes can lead to bullying and discrimination.</li> <li>- Loss and change can cause a range of emotions.</li> <li>- Grief is the process people go through when someone close to them dies.</li> </ul>
<b>Spring 1: Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>- Express their feelings and consider the feelings of others.</li> <li>- Explore coping strategies to help regulate emotions.</li> <li>- Learning the appropriate language to describe appropriate emotions.</li> <li>- Understand facial expressions.</li> <li>- What is exercise.</li> <li>- What is meditation and relaxation.</li> <li>- Looking after myself.</li> <li>-Eating healthily.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning how to wash my hands properly.</li> <li>- Learning how to deal with an allergic reaction.</li> <li>- Exploring positive sleep habits.</li> <li>- Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</li> <li>- Exploring health-related jobs and people who help look after our health.</li> <li>- Identifying personal strengths and qualities.</li> <li>- Identifying different ways to manage feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring the effect that food and drink can have on my teeth.</li> <li>- Exploring some of the benefits of exercise on body and mind.</li> <li>- Exploring some of the benefits of a healthy, balanced diet.</li> <li>- Suggesting how to improve an unbalanced meal.</li> <li>- Learning breathing exercises to aid relaxation.</li> <li>- Exploring strategies to manage different emotions.</li> <li>- Developing empathy.</li> <li>- Identifying personal goals and how to work towards them.</li> <li>- Exploring the need for perseverance and developing a growth mindset.</li> <li>- Developing an understanding of self-respect.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing why it is important to look after my teeth.</li> <li>- Learning stretches that can be used for relaxation.</li> <li>- Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</li> <li>- Exploring my own identity through the groups I belong to.</li> <li>- Identifying my strengths and exploring how I use them to help others.</li> <li>- Being able to break down a problem into smaller parts to overcome it.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing independence in looking after my teeth.</li> <li>- Identifying what makes me feel calm and relaxed.</li> <li>- Learning visualisation as a tool to aid relaxation.</li> <li>- Exploring how my skills can be used to undertake certain jobs.</li> <li>- Explore ways we can make ourselves feel happy or happier.</li> <li>- Developing the ability to appreciate the emotions of others in different situations.</li> <li>- Learning to take responsibility for my emotions by knowing that I can control some things but not others.</li> <li>- Developing a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing independence for protecting myself in the sun.</li> <li>- Understanding the relationship between stress and relaxation.</li> <li>- Considering calories and food groups to plan healthy meals.</li> <li>- Developing greater responsibility for ensuring good quality sleep.</li> <li>- Taking responsibility for my own feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- Considering ways to prevent illness.</li> <li>- Identifying some actions to take if I am worried about my health or my friends' health.</li> <li>- Identifying a range of relaxation strategies and situations in which they would be useful.</li> <li>- Exploring ways to maintain good habits.</li> <li>- Setting achievable goals for a healthy lifestyle.</li> <li>- Exploring my personal qualities and how to build on them.</li> <li>- Developing strategies for being resilient in challenging situations.</li> </ul>

**PSHE Overview and Progression - 2026**

**Black writing = Disciplinary knowledge**

**Blue writing = Substantive knowledge**

	<ul style="list-style-type: none"> <li>- Identify and moderate their own feelings socially and emotionally.</li> <li>- ELG: Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>- Use adjectives to describe my feelings.</li> <li>- Use and understand other peoples facial expressions to express and recognise emotions.</li> <li>- How to moderate behaviour socially and emotionally.</li> <li>- Rainbow diet.</li> <li>- Importance of eating healthy.</li> <li>- Why I need to look after my body and mind.</li> <li>- Strategies for mental and physical health - Yoga and meditation.</li> <li>- How exercise affects my body parts.</li> </ul>	<ul style="list-style-type: none"> <li>- We can limit the spread of germs by having good hand hygiene.</li> <li>- The five S's for sun safety: slip, slop, slap, shade, sunglasses.</li> <li>- Certain foods and other things can cause allergic reactions in some people.</li> <li>- Sleep helps my body to repair itself, to grow and restores my energy.</li> <li>- Strengths are things we are good at.</li> <li>- Qualities describe what we are like.</li> <li>- The words to describe some positive and negative emotions.</li> </ul>	<ul style="list-style-type: none"> <li>- Food and drinks with lots of sugar are bad for our teeth.</li> <li>- The importance of exercise to stay healthy.</li> <li>- The balance of foods we need to keep healthy.</li> <li>- Breathing techniques can be a useful strategy to relax.</li> <li>- We can feel more than one emotion at a time.</li> <li>- A growth mindset means being positive about challenges and finding ways to overcome them.</li> </ul>	<ul style="list-style-type: none"> <li>- Ways to prevent tooth decay. To understand the positive impact relaxation can have on the body.</li> <li>- Different food groups and how much of each of them we should have to have a balanced diet.</li> <li>- The importance of belonging.</li> <li>- What being lonely means and that it is not the same as being alone.</li> <li>- What a problem or barrier is and that these can be overcome.</li> </ul>	<ul style="list-style-type: none"> <li>- Key facts about dental health.</li> <li>- Visualisation means creating an image in our heads.</li> <li>- Different job roles need different skills and so some roles may suit me more than others.</li> <li>- It is normal to experience a range of emotions.</li> <li>- Mental health refers to our emotional wellbeing, rather than physical.</li> <li>- Mistakes can help us to learn.</li> <li>- Who can help if we are worried about our own or other people's mental health.</li> </ul>	<ul style="list-style-type: none"> <li>- Risks of sun exposure.</li> <li>- Relaxation stretches can help us to relax and de-stress.</li> <li>- Calories are the unit that we use to measure the amount of energy certain foods give us.</li> <li>- What we do before bed can affect our sleep quality.</li> <li>- What can cause stress.</li> <li>- That failure is an important part of success.</li> </ul>	<ul style="list-style-type: none"> <li>- Vaccinations can give us protection against disease.</li> <li>- Changes in the body could be possible signs of illness.</li> <li>- A number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</li> <li>- A habit is a behaviour that we often do without thinking and that we can have good and bad habits.</li> <li>- A number of factors contribute to my mental health (diet, exercise, rest/relaxation).</li> <li>- The effects technology can have on mental health.</li> </ul>
<p align="center"><b>Spring 2: Safety and the Changing Body</b></p>	<ul style="list-style-type: none"> <li>- Why we have rules.</li> <li>- How to be persistent when facing challenges.</li> <li>- How to use coping strategies.</li> <li>- Road safety.</li> </ul>	<ul style="list-style-type: none"> <li>- Practising what to do if I get lost. Identifying hazards that may be found at home.</li> <li>- Understanding people's roles within the local community that help keep us safe.</li> <li>- Learning what is and is not safe to put in or on our bodies.</li> <li>- Practising making an emergency phone call.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing the concept of privacy.</li> <li>- Exploring ways to stay safe online.</li> <li>- Learning how to behave safely near the road and when crossing the road.</li> <li>- Exploring what people can do to feel better when they are ill.</li> <li>- Learning how to be safe around medicines.</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring ways to respond to cyberbullying or unkind behaviour online.</li> <li>- Developing skills as a responsible digital citizen.</li> <li>- Identifying unsafe things people might do near roads unsafe.</li> <li>- Beginning to recognise unsafe digital content.</li> <li>- My role in an emergency.</li> <li>- How to help if someone is stung/bitten.</li> <li>- How to stay safe on the roads.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing how to seek help if I need to.</li> <li>- Exploring what to do if an adult makes me feel uncomfortable.</li> <li>- Learning about the benefits and risks of sharing information online.</li> <li>- Discussing the benefits of being a non-smoker.</li> <li>- Discussing some physical and emotional changes during puberty.</li> <li>- Learning how to help someone who is having an asthma attack.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing an understanding of how to ensure relationships online are safe.</li> <li>- Learning to make 'for' and 'against' arguments to help with decision making.</li> <li>- Learning about the emotional changes during puberty.</li> <li>- Identifying reliable sources of help with puberty.</li> <li>- Learning about how to help someone who is bleeding.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing an understanding about the reliability of online information.</li> <li>- Exploring online relationships including dealing with problems.</li> <li>- Discussing the reasons why adults may or may not drink alcohol.</li> <li>- Discussing problems which might be encountered during puberty and using knowledge to help.</li> <li>- Learning how to help someone who is choking.</li> <li>- Placing an unresponsive patient into the recovery position.</li> </ul>
	<ul style="list-style-type: none"> <li>- Coping strategies to help me in difficult/new situations.</li> <li>- To appropriately work together with others to solve problems.</li> <li>- To understand and follow rules.</li> <li>- How to be safe on/near the road.</li> </ul>	<ul style="list-style-type: none"> <li>- Some types of physical contact are never appropriate.</li> <li>- What to do if I get lost.</li> <li>- That a hazard is something which could cause an accident or injury.</li> <li>- Some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</li> <li>- An emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</li> <li>- Emergency services are the police, fire service and the ambulance service.</li> </ul>	<ul style="list-style-type: none"> <li>- Know the PANTS rule.</li> <li>- I should tell an adult if I see something that makes me uncomfortable online.</li> <li>- Differences between secrets and surprises.</li> <li>- Rules for crossing the road safely.</li> <li>- That medicine can help us when we are ill.</li> <li>- We should only take medicines when a trusted adult says we can.</li> <li>- The names of parts of my body, including private parts.</li> </ul>	<ul style="list-style-type: none"> <li>- Cyberbullying is bullying which takes place online.</li> <li>- Signs that an email might be fake.</li> <li>- Rules for being safe near roads.</li> <li>- Supporting a medical emergency.</li> <li>- Recognising someone is in pain/uncomfortable.</li> <li>- Explaining rules for road safety.</li> </ul>	<ul style="list-style-type: none"> <li>- Risks to sharing things online.</li> <li>- The difference between private and public.</li> <li>- The risks associated with smoking tobacco.</li> <li>- Physical changes to both male and female bodies as people grow from children to adults.</li> <li>- Asthma is a condition that causes the airways to narrow.</li> <li>- Differences between secrets and surprises.</li> <li>- Change is part of growing up.</li> </ul>	<ul style="list-style-type: none"> <li>- Steps to take before sending a message online (using the THINK mnemonic).</li> <li>- Some of the possible risks online.</li> <li>- Strategies I can use to overcome pressure from others and make my own decisions.</li> <li>- The process of the menstrual cycle.</li> <li>- Names of the external sexual parts of the body and the internal reproductive organs.</li> <li>- Puberty happens at different ages for different people.</li> <li>- How to assess a casualty's condition.</li> </ul>	<ul style="list-style-type: none"> <li>- Online relationships should be treated in the same way as face to face relationships.</li> <li>- Where to get help with online problems.</li> <li>- Risks associated with drinking alcohol.</li> <li>- How a baby is conceived and develops.</li> <li>- How to conduct a primary survey (using DRSABC).</li> </ul>
<p align="center"><b>Summer 1: Citizenship</b></p>	<ul style="list-style-type: none"> <li>- Recognising why rules are necessary.</li> <li>- Discussing how to meet the needs of different pets.</li> <li>- Exploring the differences between people.</li> <li>- Recognising the groups that we belong to.</li> </ul>	<ul style="list-style-type: none"> <li>- Explaining why rules are in place.</li> <li>- Identifying positives and negatives about the school environment.</li> <li>- Learning how to discuss issues of concern to me.</li> <li>- Recognising the importance of looking after the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring how children's rights help them and other children.</li> <li>- Considering the responsibilities that adults and children have to maintain children's rights.</li> <li>- Discussing ways we can make a difference to recycling rates at home/school.</li> <li>- Identifying local community groups and discussing how these</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing how we can help to protect human rights.</li> <li>- Identifying ways items can be reused.</li> <li>- Explaining why reusing items is of benefit to the environment.</li> <li>- Identifying the benefits different groups bring to the local community.</li> <li>- Discussing the positives diversity</li> </ul>	<ul style="list-style-type: none"> <li>- Explaining why reducing the use of materials is positive for the environment.</li> <li>- Discussing how rights and responsibilities link.</li> <li>- Exploring the right to a freedom of expression.</li> <li>- Identifying the contribution people make to the community and how this is recognised.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning about environmental issues relating to food.</li> <li>- Discussing how education and other human rights protect us. Identifying causes that are important to us.</li> <li>- Discussing how people can influence what happens in parliament.</li> <li>- Discussing ways to challenge</li> </ul>	

**PSHE Overview and Progression - 2026**

**Black writing = Disciplinary knowledge**

**Blue writing = Substantive knowledge**

			<ul style="list-style-type: none"> <li>- Identifying ways to help look after the school environment.</li> <li>- Recognising the contribution people make to the local community.</li> </ul>	support the community.	brings to a community.	<ul style="list-style-type: none"> <li>- Developing an understanding of how parliament and Government work.</li> <li>- Identifying ways people can bring about change in society.</li> </ul>	<ul style="list-style-type: none"> <li>prejudice and discrimination.</li> <li>- Identifying appropriate ways to share views and ideas with others.</li> </ul>
	<ul style="list-style-type: none"> <li>- To know the rules in school.</li> <li>- That different pets have different needs.</li> <li>- Needs of younger children and that these change over time.</li> <li>- Voting is a fair way to make a decision.</li> <li>- Understanding that people are all different.</li> </ul>	<ul style="list-style-type: none"> <li>- Some of the different places where rules apply.</li> <li>- Some rules are made to be followed by everyone and are known as 'laws'.</li> <li>- Some of the jobs people do to look after the environment in school and the local community.</li> <li>- How democracy works in school through the school council.</li> <li>- That everyone has similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the UN Convention on the Rights of the Child.</li> <li>- How recycling can have a positive impact on the environment.</li> <li>- That the local council is responsible for looking after the local area.</li> <li>- Elections are held where adults can vote for local councillors.</li> <li>- Consequences of breaking rules.</li> <li>- The role of charities in the community.</li> </ul>	<ul style="list-style-type: none"> <li>- Human rights are specific rights that apply to all people.</li> <li>- Some of the people who protect our human rights such as police, judges and politicians.</li> <li>- Reusing items is of benefit to the environment.</li> <li>- That councillors have to balance looking after local residents and the needs of the council.</li> <li>- There are a number of groups that make up the local community.</li> </ul>	<ul style="list-style-type: none"> <li>- What happens when someone breaks the law.</li> <li>- To understand the waste hierarchy.</li> <li>- Parliament is made up of the House of Commons, the House of Lords and the Monarch.</li> <li>- Parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</li> <li>- A pressure group is a group of people who feel very strongly about an issue and want to see something change.</li> </ul>	<ul style="list-style-type: none"> <li>- Education is an important human right.</li> <li>- Our food choices can affect the environment.</li> <li>- The prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</li> <li>- Prejudice is making assumptions about someone based on certain information.</li> <li>- Discrimination is treating someone differently because of certain factors.</li> </ul>	
Summer 2: Economic Wellbeing	<ul style="list-style-type: none"> <li>- Exploring what money is used for.</li> <li>- Discussing how to keep money safe.</li> <li>- Discussing what to do if we find money.</li> <li>- Exploring choices people make about money.</li> <li>- Developing an understanding of how banks work.</li> <li>- Listening to descriptions of professions.</li> <li>- Thinking about questions they would like to ask others about their job.</li> <li>- Describing what different people do in their jobs.</li> </ul>	<ul style="list-style-type: none"> <li>- Explaining adult money sources.</li> <li>- Identifying whether something is a want or need.</li> <li>- Comparing and contrasting 'wants' and 'needs'.</li> <li>- Identifying the main features of bank account cards.</li> <li>- Exploring personal skills and talents.</li> <li>- Exploring the reasons why people choose certain jobs.</li> <li>- Identifying some ways that can make an environment inclusive and fair.</li> <li>- Reflecting on the importance of individuality and diversity.</li> </ul>	<ul style="list-style-type: none"> <li>- Considering the pros and cons of payment methods.</li> <li>- Contemplating budgeting benefits.</li> <li>- Planning and calculating within a budget.</li> <li>- Discussing attitudes and feelings about money.</li> <li>- Developing empathy in financial situations.</li> <li>- Handling negative financial emotions.</li> <li>- Making ethical spending decisions.</li> <li>- Assessing the impact of spending choices.</li> <li>- Reflecting on future careers based on goals.</li> <li>- Challenging and understanding workplace stereotypes.</li> <li>- Ranking factors influencing job choices.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognising value for money.</li> <li>- Understanding differing opinions on spending.</li> <li>- Recognising how to track money spent and saved.</li> <li>- Understanding reasons for using a bank.</li> <li>- Exploring how to safeguard money effectively.</li> <li>- Identifying influences on job choices.</li> <li>- Understanding careers can change.</li> <li>- Challenging workplace stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing money risks and management.</li> <li>- Making and prioritising budgets.</li> <li>- Discussing money's role in career choices.</li> <li>- Assessing loan and borrowing responsibilities and suitability.</li> <li>- Implementing money-safeguarding strategies.</li> <li>- Navigating emotional implications in financial situations.</li> <li>- Seeking guidance for financial dilemmas.</li> <li>- Integrating factors to inform career decisions.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing emotional intelligence related to financial matters.</li> <li>- Applying coping strategies for managing financial emotions.</li> <li>- Assessing risks in both physical and digital financial environments.</li> <li>- Implementing safeguarding measures for money in real-world scenarios.</li> <li>- Adapting to financial changes associated with transitioning to secondary school.</li> <li>- Practising budgeting and career planning skills.</li> <li>- Preparing personally for financial and career changes in secondary school. Identifying different forms of gambling and understanding their risks.</li> <li>- Applying responsible gambling attitudes in real-world situations.</li> <li>- Recognising various workplace environments and their characteristics.</li> <li>- Collaborating and communicating effectively in a simulated workplace setting.</li> <li>- Identifying career options in multiple sectors.</li> <li>- Evaluating the suitability of different career paths.</li> <li>- Aligning career options with personal interests and strengths.</li> </ul>	
	<ul style="list-style-type: none"> <li>- Why people use money and its role in our lives.</li> <li>- That coins and notes have different values.</li> <li>- Some of the ways children may receive money.</li> <li>- It is wrong to steal money.</li> <li>- Money is valuable and needs to be taken care of to avoid losing or</li> </ul>	<ul style="list-style-type: none"> <li>- Some adults earn money by having a job.</li> <li>- Basic needs for survival.</li> <li>- What a bank account is.</li> <li>- What a bank account card is used for.</li> <li>- What a skill or talent is.</li> <li>- Different jobs require different skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Pros and cons of different payment methods.</li> <li>- Reasons for spending money.</li> <li>- The benefits of budgeting.</li> <li>- The emotional impact of money.</li> <li>- Societal and environmental impact of spending choices.</li> <li>- Range of jobs and opportunities available.</li> </ul>	<ul style="list-style-type: none"> <li>- How to determine value for money.</li> <li>- Factors influencing buying decisions.</li> <li>- Importance of monitoring and tracking money.</li> <li>- Role and features of bank accounts.</li> <li>- Methods for safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>- Principles of budgeting and its consequences.</li> <li>- Concept of income, expenditure, and informed spending.</li> <li>- The responsibilities and consequences of borrowing money.</li> <li>- Risks and strategies for safeguarding money.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify emotions linked to money.</li> <li>- How money affects feelings and behaviour.</li> <li>- Learn healthy ways to cope with feelings about money.</li> <li>- Identify risks to money safety in both physical and digital environments.</li> </ul>	

**PSHE Overview and Progression - 2026**

**Black writing = Disciplinary knowledge**

**Blue writing = Substantive knowledge**

		<p>damaging it.</p> <ul style="list-style-type: none"> <li>- Money should be stored in a safe place, such as a piggy bank or a wallet, to keep it secure.</li> <li>- Not show or give money to strangers and should only trust trusted adults with their money.</li> <li>- Be mindful when handling money in public, keeping it hidden and not displaying it openly.</li> <li>- Seek adult assistance, particularly from parents or guardians, when they need help in handling or storing money safely.</li> <li>- Banks are places where we can store our money.</li> <li>- Some jobs in school.</li> <li>- Everyone has different strengths in and out of school.</li> <li>- Different jobs need different skills.</li> </ul>	<ul style="list-style-type: none"> <li>- The concept of saving money and understanding its benefits for future goals or things they want to buy.</li> <li>- Difference between a 'want' and 'need'.</li> <li>- Why diversity and inclusion are important in workplaces.</li> </ul>	<ul style="list-style-type: none"> <li>- What job stereotypes are.</li> <li>- Individual talents should guide career choices.</li> <li>- Anyone can aspire to any career.</li> </ul>	<p>money.</p> <ul style="list-style-type: none"> <li>- The likelihood of job or career changes.</li> <li>- How to challenge workplace stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>- Emotional responses to various money situations.</li> <li>- Factors influencing career decisions.</li> <li>- The impact of education and interests on career paths.</li> <li>- The effects and challenges of workplace stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>- Methods to safeguard money physically and digitally.</li> <li>- Apply understanding to real-world scenarios to take appropriate safeguarding actions.</li> <li>- Changes in financial responsibilities when transitioning to secondary school.</li> <li>- Learn budgeting and career planning skills. Relate these changes to personal preparation for secondary school.</li> <li>- Gambling is and identify its different forms.</li> <li>- Recognise risks and consequences associated with gambling.</li> <li>- Develop responsible attitudes towards gambling and apply this understanding to real-world scenarios.</li> <li>- Different types of workplace environments and their characteristics.</li> <li>- Importance of teamwork, communication, and career roles within a workplace.</li> <li>- Various career routes in multiple sectors and their educational and skill requirements.</li> <li>- Pros and cons of different career paths.</li> <li>- Relate career options to personal interests and strengths.</li> </ul> <p><b>Identity</b></p> <ul style="list-style-type: none"> <li>- Discussing the factors that make our 'identity'.</li> <li>- Recognising the difference between how we see ourselves and how others see us.</li> <li>- Exploring how the media might influence our identity.</li> <li>- Identity is the way we see ourselves and also how other people see us.</li> <li>- People may see us differently as to how we see ourselves.</li> <li>- Images can be manipulated and are not realistic.</li> </ul>
<p><b>Summer 2: Transition</b></p>	<ul style="list-style-type: none"> <li>- To prepare for their move to a new class and KS1.</li> <li>- Identify the positives and challenges of moving to a new class.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand their own strengths and to prepare for their move to a new class.</li> <li>- Everyone has different strengths.</li> <li>- Explain some of the skills I have developed in Year 1.</li> <li>- Identify the positives and challenges of moving to a new class.</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise that change can cause mixed feelings.</li> <li>- What change is and that it is part of life.</li> <li>- Explain some positive of change.</li> <li>- Explain some challenges that change brings.</li> <li>- Know who can help us deal with change.</li> </ul>	<ul style="list-style-type: none"> <li>- To know some of the strategies people use to cope with change.</li> <li>- Understand that there are different strategies I can use to deal with change.</li> <li>- Explain the opportunities and responsibilities that change might bring.</li> </ul>	<ul style="list-style-type: none"> <li>- To create goals to achieve before entering Year 5.</li> <li>- Identify my achievements this year.</li> <li>- Set myself goals.</li> <li>- Know who I can talk to if I am worried about anything.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the skills needed to take on responsibilities in school.</li> <li>- Skills needed to take on roles in school.</li> <li>- Explain the skills I have and those I need to develop.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand that a big change can bring both opportunities and worries.</li> <li>- Change can bring opportunity but also worry.</li> <li>- Explain some ways I can deal with change.</li> <li>- Strategies I can use if I feel stressed or anxious.</li> </ul>