The Priory Catholic Voluntary Academy PSHE Progression Ladders

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping/ Staying Safe	**Blue Explore's Road Safety** I know I should cross the road safely on a crossing with an adult. I know I should wear a helmet to protect my head when I am on a bike/scooter. (0.2)	**Road Safety:** I understand why it is important to stay safe when crossing the road and I can recognise a range of safe places to cross the road. I understand the differences between safe and risky choices and know different ways to help me stay safe when crossing the road. (1.1)	**Tying Shoelaces** I know the reasons why I should make sure my laces are tied and know how to tie up my laces properly. I know rules to keep myself safe and understand the differences between safe and risky choices. (2.1)	**Staying Safe** I know ways to keep myself and others safe and I can recognise risky situations. I can identify trusted adults around me and understand the differences between safe and risky choices. (3.1) **Leaning Out of Windows** I can recognise a range of warning signs. I can spot the dangers I might find at home. I know the importance of listening to trusted adults. I understand different ways I can keep myself and others safe at home and know the differences between safe and risky choices. (3.1)	**Cycle Safety** I can identify strategies we can use to keep ourselves and others safe on a bicycle. I recognise the impact and possible consequences of an accident or incident involving riding a bicycle. I can identify what a risky choice is and can create a set of rules for and identify ways of keeping safe when riding a bicycle. (4.1)	**Water Safety** I can identify a range of danger signs linked to water safety. I can develop and name strategies that can help keep myself and others safe, including water safety. I can recognise the impact and possible consequences of an accident or incident involving water safety. (5.1) **Peer Pressure** I can identify strategies to keep myself and others safe and I recognise ways to manage peer pressure. I can explain the potential outcomes that may happen if we take risks and recognise the impact and possible consequences of an accident or incident. (5.1)	

Keeping/Staying Healthy	**Red Visits the Dentist** I know that I should go to the dentist for a check-up. I know what will happen when I visit the dentist. (0.1) **Purple's Poorly** I know that I can go to the doctors when I feel poorly. I know what happens when I visit the doctors and how they can make me feel better. (0.1) **Yellow Learns about Germs** I know that germs can be passed onto other people and make them feel unwell. I know I should wash my hands because they have germs on. (0.2) **Rainbow Visits the Seaside** I know I should wear sun cream, a hat and glasses on a sunny day to keep my skin safe. (0.3) **Green's Greens** I know that too much unhealthy food can make me feel poorly. I know that I should eat fruit and vegetables often. (0.3)	**Washing Hands** I understand why we need to wash our hands, how germs are spread and how they can affect our health. I can wash my hands correctly. I know the differences between healthy and unhealthy choices, with regards to washing hands. (1.3) **Healthy Eating** I know that food is needed for our bodies to be healthy and to grow. I understand that some foods are better for good health than others. I can list different types of healthy foods and know the difference between healthy and unhealthy choices. (1.2)	**Brushing Teeth** I understand why we need to brush our teeth, and I can practise brushing my teeth. I can develop strategies to remind me to brush my teeth when I forget, when I am tired or busy. (2.2)	**Medicine** I know, understand and I can practise simple safety rules about medicine. I understand when it is safe to take medicine and know who we can accept medicine from. I know the differences between healthy and unhealthy choices, with regards to taking medicine. (3.2)	**Smoking** I can explain some of the risks associated with smoking and name the addictive ingredient found in cigarettes. I can describe how smoking can affect your immediate and future health and well-being. I can identify and use skills and strategies to resist any pressure to smoke and to keep safe. (4.2)	**Alcohol** I can identify what a risky choice is. I can identify the risks associated with alcohol and can describe how alcohol can affect your immediate and future health and well-being. I can identify and use skills and strategies to resist any pressure to drink alcohol and to keep safe. (5.2)	**Healthy Living** I can explain what is meant by a balanced diet and can plan a balanced meal. I understand nutritional information on packaged food and can explain what it means. I recognise how too much salt, sugar and saturated fat in our food and drink can affect us now and when we are older, and I can describe different ways to maintain a healthy lifestyle. (6.2)

Feelings and Emotions	**Pink Goes to School** I can say what I like about starting school. I can say how I feel about starting school. (0.1) **Blues Best Friend** I can play with different friends in my class. I can talk about what to do if I feel jealous. (0.1) **Green is Moving Up a Year** I know that I will get to try out my new class. I can say how I feel about moving up to a new class. (0.3)	**Jealousy** I recognise and name emotions and their physical effects. I understand feelings can be communicated with and without words. I know the difference between pleasant and unpleasant emotions. I can learn a range of skills for coping with unpleasant/ uncomfortable emotions. (1.2)	**Worry** I can identify and name feelings of worry and describe some physical signs they may experience. I understand that worry is a normal emotion and can distinguish between helpful/unhelpful ways of expressing it. I can learn and practise strategies to manage feelings of worry in positive ways. I can explain that anger can be communicated through words, actions and body language. (2.1) **Anger** I can identify and name feelings of anger and describe some physical signs they may experience. I understand that anger is a normal emotion and can distinguish between helpful/unhelpful ways of expressing it.	**Grief** I recognise and name emotions and their physical effects and know the difference between pleasant and unpleasant emotions, including grief. I can learn a range of skills for coping with unpleasant and uncomfortable emotions, including grief. I understand that feelings can be communicated with and without words. (3.1)	**Jealousy** I recognise different thoughts, feelings and emotions and identify the differences between those that feel good and those that feel not so good. I can describe how we can support those who feel lonely, jealous, or upset. I recognise that we can choose how we act on our emotions, including jealousy, and understand that our choices and actions can affect ourselves and other people. I can demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as loneliness and jealousy. (4.1)	**Anger** I recognise that everyone experiences emotions (including anger) and that these can have physical effects on our body, both pleasant and unpleasant. I can explain how feelings (including anger) can be communicated with and without words. I recognise that we can choose how we act on our emotions, including anger, and that our choices and our actions can affect ourselves and other people. I can demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions such as anger. (5.1)	**Worry** I can recognise our thoughts, feelings and emotions including worry. I can identify how we can reduce our feelings of worry and can explain how we can support others who feel worried. I recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people. (6.1)

			I can learn and practise strategies to manage feelings of anger in positive ways. I can explain that anger can be communicated through words, actions and body language. (2.1)				

Relationships (Y1-3)	**Blue Learns to Share** I can follow rules to play a game with my friends. I can join in and take turns to lead a game with my friends. (0.1) **Pink Misses Mummy** I can say goodbye to my mummy in the morning when I come to school. I can say kind words to my friends when they are upset or worried. (0.1) **Why Does Purple Play Differently?** I know that some children need extra help from adults to help them join in and understand. (0.1) **Blue Gets Lost** I know what to do if I get lost in a shop. (0.3)	**Friendship** I understand how to be a good friend and can recognise kind and thoughtful behaviours. I understand the importance of caring about the feelings of others. I can see a situation from another person's point of view. (1.1)	**Bullying** I can name a range of feelings and understand why we should care about the feelings of other people. I recognise and understand bullying behaviours. I know how to cope with these bullying behaviours. (2.1)	**Touch** I understand the difference between appropriate and inappropriate touch. I know why it is important to care about the feelings of other people. I can name human body parts, understand personal boundaries and know who and how to ask for help. (3.1) **Body Language** I can recognise and name a range of feelings. I understand that feelings can be shown without words. I can see a situation from someone else's point of view and care about other people's feelings. (3.3)	**Relationships** I can identify the different types of relationships that we can have and I can describe how these can change as we grow. I can explain how families support us and how we can support our families. I can identify how relationships can be healthy and unhealthy. I can explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable. (4.1)		

Computer Safety	**Pink's Screen Time** I know that we should have a break from screen time. I know that too much screen time is unhealthy. (0.3)	**Online Bullying** I understand how my online activity can affect others. I can identify the positives and negatives of using technology. I recognise kind and unkind comments and know who and how to ask for help. (1.1)	**Computer safety** I can follow rules to keep myself safe online. I know that I should be kind and thoughtful, say nice things and treat others as I want to be treated online and know that it is unkind to make others feel bad about themselves, silly or embarrassed. I know who I can talk to if I feel worried about something I have seen or heard online. (2.2) **Image Sharing** I know how my online actions can affect others. I can name the positive and negative ways I can use technology. I know the risks of sharing images without permission and understand the types of images that you should and should not post online. (2.2)	**Making Friends Online** I can identify possible dangers and consequences of talking to strangers online. I know how to keep safe in online chatrooms and can name positives/negatives of using technology. I understand the difference between safe and risky choices online. (3.2)	**Making Friends Online** I can list the key applications that I may use now and, in the future, and I know and understand why some applications have age restrictions. I can identify ways to keep myself and others safe in a range of situations online and offline. I recognise that people may not always be who they say they are online. (4.1)	**Image Sharing** I can list reasons for sharing images online and identify rules to follow when sharing images online. I can describe the positive and negative consequences of sharing images online. I recognise possible influences and pressures to share images online. (5.1)	**Online Bullying** I recognise the key values that are important in positive online relationships. I can identify the feelings and emotions that may arise from online bullying. I can develop coping strategies to use if we or someone we know is being bullied online and can identify how and who to ask for help. (6.1)

Being Responsible	**Yellow's Bedtime** I know the younger I am the more sleep I need. I know some ways to help me to get ready to go to sleep. (0.2) **Red's Hearing Aid** I know that some children have difficulty hearing. I know how I can help someone who cannot hear. (0.2) **Green Gets Glasses** I know that some children cannot see clearly. I know that we can go to the opticians to have our eyes checked. (0.3)	**Water Spillage** I know how I can help people around me and understand the types of things I am responsible for. I know how and understand the importance of preventing accidents. I can recognise the differences between being responsible and being irresponsible. (1.3)	**Helping Someone in Need** I know how I can help other people and can recognise kind and thoughtful behaviours and actions. I understand the risks of talking to people I don't know very well in the community. I can identify the differences between being responsible and being irresponsible. (2.3) **Practice Makes Perfect** I can name ways in which I can improve in an activity or sport and understand the importance of trying hard and not giving up. I can see the benefits of practising an activity or sport. I can learn ways to set goals and work to reach them. (2.3)	**Stealing** I understand the difference between borrowing and stealing. I can describe how I feel if something is borrowed and not returned. I know it is wrong to steal and understand the differences between being responsible and irresponsible. (3.3)	**Coming Home on Time** I recognise the importance of behaving in a responsible manner in a range of situations. I can describe a range of situations where being on time is important. I can explain the importance of having rules in the home and can describe ways that behaviour can be seen to be sensible and responsible. (4.3)	**Looking Out for Others** I can describe caring and considerate behaviour, including the importance of looking out for each other and recognise that we should take action when someone is being unkind. I can demonstrate why it is important to behave in an appropriate and responsible way. I can identify how making some choices can impacts others' lives in a negative way. (5.3)	**Stealing** I recognise the importance of being honest and not stealing. I can explain why it is important to have a trusting relationship between friends and family. I can identify how making some choices can impact others' lives in a negative way. (6.3)

Our World	**Rainbow's Food Journey** I know that my friends might eat different foods from different countries. I know that I can eat different foods in different ways. (0.2) **Yellow Wants to Play with Orange** I know that some of my friends speak in a different way/language. I can communicate with my friends in different ways. (0.2)	**Growing in Our World** I understand the needs of a baby and I recognise what I can do for myself now that I am older. I can describe the common features of family life. I can recognise the ways in which my family is special and unique. (1.2)	**Living in our World** I understand why we should look after living things and can identify how we can look after living things both inside and outside of the home. I recognise why it is important to keep our communities and countryside clean. I can encourage others to help keep our communities and countryside clean. (2.2)	**Working in Our World** I understand different ways we can receive money and know how to keep money safe. I recognise the differences between wants and needs. I can describe the skills you may need in a future job or career. (3.2) **Looking After our World** I can explain the meaning of reduce, reuse, recycle and can recognise how to help look after our planet. I can recognise ways to reduce the amount of electricity and water we use. I understand how we can reduce our carbon footprint. (3.2)	**Chores at Home** I can identify ways in which we can help those who look after us and explain the positive impact of our actions. I can describe the ways in which we can contribute to our home, school and community. I can identify the skills we may need in our future job roles. (4.2)	**Enterprise** I understand and can explain why people might want to save money. I can identify ways in which I can help out at home. I can budget for items I would like to buy, recognise ways to make money and the early stages of enterprise. (5.2)	**In-App Purchases** I know and understand many money-related terms and can identify strategies to save money. I recognise some of the ways we can spend money via technology. I can describe the potential impact of spending money without permission. (6.2)

A World Without Judgement		**The Rule of Law** I can explain how rules help groups work and learn together at home, at school and in the community. I understand why rules are important in helping people stay safe and treat others fairly. I can identify examples of rules that people follow in everyday life and recognise that rules apply to everyone and help people to make fair and responsible choices. (1.1) **Democracy** I understand what democracy is and can spot times when people vote or choose things together. I know that people think differently and talk about ways to make fair choices when we do not agree. (1.3)	**Individual Liberty** I understand that people can make their own choices and that these choices may be different from others. I can explain why it is important that everyone can make safe choices. I can recognise ways to respect the choices of others while making responsible choices myself. I can identify strengths, interest and goals understanding that these may be different from those around me. (2.3)	**Tolerance** I understand that people may have different beliefs, opinions and ways of living. I can explain why it is important to respect and tolerate differences between people. I can identify ways to show kindness and respect towards people whose views or backgrounds may be different from my own. I can recognise how respectful behaviour helps create a fair and inclusive community. (3.3)	**Breaking Down Barriers** I can recognise positive attributes in others and can explain why being different is okay. I recognise my own strengths and goals and understand that these may be different from those around me. I can identify ways to overcome barriers and promote equality. (4.3)	**Inclusion and Acceptance** I can identify some of the ways in which we are different and unique. I can explain some of the elements which help us to have a diverse community. I can describe strategies to overcome barriers and promote diversity and inclusion. (5.3)	**British Values** I understand that there is a wide range of religions and beliefs in the UK and can explain how all religions can live in cohesion. I can explain each of the British Values. I can create a range of values for my educational setting. (6.3)

Fire Safety and First Aid		**Hoax Calling** I understand the importance of being responsible and how our actions/choices can affect others. I know what a hoax call is and how it can be risky. I understand why the emergency services are an important part of our community and can show my knowledge of fire safety to others. (1.3)	**Petty Arson** I understand the importance of being responsible and how our actions/choices can affect others. I know that even small fires can be dangerous. I can identify the differences between safe and risky choices. (2.3)	**Texting Whilst Driving** I understand our actions and choices can affect others. I recognise how drivers can be distracted. I know how to help others stay safe and can describe the difference between safe and risky choices. (3.3)	**First Aid** I can list reasons why someone might struggle to breathe and can identify the signs of an asthma attack or choking. I can identify the signs of an allergic reaction and anaphylactic shock. I understand the correct steps for seeking immediate emergency help and can provide first aid treatment to someone who is struggling to breath. (4.3)	**First Aid** I can complete a primary survey for first aid and can demonstrate the recovery position for an unresponsive breathing casualty. I know when to deliver CPR and can demonstrate how to do CPR. I know how to call for emergency help. (5.3)	**First Aid** I know how to support someone with a minor or serious head injury. I understand how to support someone who is having a seizure. I know how to support someone with a serious bleed, fractured bone, minor burn or scald. I know how to support someone who is having a heart attack and how to seek immediate medical help. (6.3)