Progression Map

Health and Wellbeing KS1

H1. about what keeping healthy means; different ways to keep healthy
H2. about foods that support good health and the risks of eating too much sugar
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
H4. about why sleep is important and different ways to rest and relax
H5. simple hygiene routines that can stop germs from spreading
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
H10. about the people who help us to stay physically healthy
H11. about different feelings that humans can experience
H12. how to recognise and name different feelings
H13. how feelings can affect people's bodies and how they behave
H14. how to recognise what others might be feeling
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things

H16. about ways of sharing feelings; a range of words to describe feelings
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
H21. to recognise what makes them special
H22. to recognise the ways in which we are all unique
H24. how to manage when finding things difficult
H26. about growing and changing from young to old and how people's needs change
H27. about preparing to move to a new class/year group
H28. about rules and age restrictions that keep us safe

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H29. to recognise risk in simple everyday situations and what action to take to minimise harm
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
H33. about the people whose job it is to help keep us safe
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
H36. how to get help in an emergency (how to dial 999 and what to say)
H37. about things that people can put into their body or on their skin; how these can affect how people feel

Health and Wellbeing KS2

H1. how to make informed decisions about health
H2. about the elements of a balanced, healthy lifestyle
H3. about choices that support a healthy lifestyle, and recognise what might influence these
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
H5. about what good physical health means; how to recognise early signs of physical illness
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
H17. to recognise that feelings can change over time and range in intensity
H18. about everyday things that affect feelings and the importance of expressing feelings
H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H26. that for some people gender identity does not correspond with their biological sex

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

H31. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H34. about where to get more information, help and advice about growing and changing, especially about puberty

H35. about the new opportunities and responsibilities that increasing independence may bring

H36. strategies to manage transitions between classes and key stages

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

H38. how to predict, assess and manage risk in different situations

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H43. about what is meant by first aid; basic techniques for dealing with common injuries[2]

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk[3]

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Relationships KS1

R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives
R2. To identify the people who love and care for them and what they do to help them feel cared for
R3. About different types of families including those that may be different to their own
R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong
R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
R6. About how people make friends and what makes a good friendship
R7. About how to recognise when they or someone else feels lonely and what to do
R8. Simple strategies to resolve arguments between friends positively
R9. How to ask for help if a friendship is making them feel unhappy
R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online
R11. About how people may feel if they experience hurtful behaviour or bullying
R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
R14. That sometimes people may behave differently online, including by pretending to be someone they are not
R15. How to respond safely to adults they don't know

Relationships KS1

R1. to communicate their feelings to others, to recognise how others show feelings and how to respond
R2. to recognise that their behaviour can affect other people
R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong
R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
R7. to offer constructive support and feedback to others
R8. to identify and respect the differences and similarities between people
R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
R15. How to respond safely to adults they don't know

R16. About how to respond if physical contact makes them feel uncomfortable or unsafe
R17. About knowing there are situations when they should ask for permission and also when their permission should be sought
R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
R21. About what is kind and unkind behaviour, and how this can affect others
R22. About how to treat themselves and others with respect; how to be polite and courteous
R23. To recognise the ways in which they are the same and different to others
R24. How to listen to other people and play and work cooperatively
R25. How to talk about and share their opinions on things that matter to them

Relationships KS2

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them;

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R13. the importance of seeking support if feeling lonely or excluded

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
R26. about seeking and giving permission (consent) in different situations
R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Living in the Wider World KS1

L1. about what rules are, why they are needed, and why different rules are needed for different situations
L2. how people and other living things have different needs; about the responsibilities of caring for them
L3. about things they can do to help look after their environment
L4. about the different groups they belong to
L5. about the different roles and responsibilities people have in their community
L6. to recognise the ways they are the same as, and different to, other people
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
L8. about the role of the internet in everyday life
L9. that not all information seen online is true
L10. what money is; forms that money comes in; that money comes from different sources
L11. that people make different choices about how to save and spend money
L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
L13. that money needs to be looked after; different ways of doing this
L14. that everyone has different strengths
L15. that jobs help people to earn money to pay for things
L16. different jobs that people they know or people who work in the community do

Living in the Wider World KS2

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L2. to recognise there are human rights, that are there to protect everyone

L3. about the relationship between rights and responsibilities

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

L6. about the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

L17. about the different ways to pay for things and the choices people have about this

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

L24. to identify the ways that money can impact on people's feelings and emotions

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
L31. to identify the kind of job that they might like to do when they are older
L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

The non-statutory **Citizenship Programme of Study for Key Stages 1 and 2** is largely covered by the Living in the Wider World Outcomes from the PSHE Association Programme of Study. To ensure full coverage of the non-statutory guidance for Citizenship, **Twinkl Life's Scheme of Work for PSHE and Citizenship** also covers the following objective from the Citizenship Programme of Study:

Cg. what democracy is, and about the basic institutions that support it locally and nationally