PSHE Key Milestones and Progression

EYFS	KS1	KS2
By the end of Reception children will know why physical exercise is important. Children can recognise what foods are healthy. Children will understand what it is to be a good friend to someone. Children will know about different religious festivals (Christmas, Eid Diwali). Children will understand 'Turn Off and Tell' if they see something the don't like on the internet. Children will know how to cross a road safely.	By the end of KS1, children understand different forms of bullying and can explain how to get help. By the end of Year 2 children can explain how to keep safe in the home **(including fire safety)** and can explain how to keep safe outside **(including road safety).** Children will learn about making friends and how to solve problems that might arise. When considering their mental and emotional wellbeing, children in Year 2 can explain that they have different types of feelings and know how they can manage them. By the end of KS2, children can explain what healthy eating is and can talk about people who help us stay healthy and can explain simply hygiene routines. A Clifton pupil will know what British Values are and can explain differences and similarities between themselves and others. By the end of Year 2, children can explain why medicines are taken and how to keep themselves safe around medicines.	A Clifton pupil will know how to keep safe in a range of situations and can explain what the risks are when going out in the local area. By the end of Key Stage 2 pupils can explain simple rules about keeping safe online. A Clifton pupil understands how a wide range of emotions can be experienced in the body and can explain how the brain controls it. By the end of Year 6, children will know what mental health is and how to look after it. Children will be able to explain the challenges of keeping active and can demonstrate how messages on food adverts can be misleading. Children know what prejudice and discrimination is and how this can make people feel, while also understanding can explain why people might have moved to the UK from other places. By the end of the Key Stage, pupils and can explain the effects and risks of different drugs and will be able to describe strategies to resist pressure from others to use drugs. By the end of Year 6, children can explain biological differences between male and female mammals (including humans,) identify physical changes associated with puberty and understand about human reproduction in the context of the human life cycle.

	Nursery	Reception	Yr 1	Yr 2
Relationships				
Medicine, drugs, alcohol and tobacco education				Pupils learn about what can go into bodies and how it can make people feel Pupils learn about what can go on to bodies and how it can make people feel Pupils learn why medicines are taken Pupils learn where medicines come from Pupils learn about keeping themselves safe around medicines
Keeping safe and managing risk	Children understand what it means to be kind or unkind to each other. Children know how to use equipment safely.	Children know they can tell an adult if they feel sad or upset about something. Children will know how to cross a road safely. Children know what to do if there is a fire.	Antibullying week – children know what bullying is and what to do if they think they are being bullied. Pupils learn about safety in familiar situations Pupils learn about personal safety Pupils learn about people who help keep them safe outside the home	Antibullying week – children know what bullying is and what to do if they think they are being bullied. Pupils learn about keeping safe in the home, including fire safety Pupils learn about keeping safe outside Pupils learn about Road Safety
Mental health and emotional wellbeing	Children learn about their feelings and how to control them.	Children learn how to overcome problems with their friends.	Pupils learn about different types of feelings Pupils learn about managing different feelings Pupils learn about change or loss and how this can feel	Pupils learn about the importance of special people in their lives Pupils learn about making friends and who can help with friendships Pupils learn about solving problems that might arise with friendships
Physical health, fitness and wellbeing	Children know what happens to our body when we exercise. Children can recognise healthy food.	Children know why exercise is important and how it keeps us healthy.	Pupils learn about food that is associated with special times, in different cultures Pupils learn about active playground games from around the world Pupils learn about sun-safety	Pupils learn about eating well Pupils learn about the importance of physical activity, sleep and rest Pupils learn about the people who help us to stay healthy and well and about basic health and hygiene routines
Careers, financial capability and economic wellbeing			Pupils learn about where money comes from and making choices when spending money Pupils learn about saving money and how to keep it safe Pupils learn about the different jobs people do	
Identity, society and equality	British Values and Dr Tim Children learn about different festivals (Eid, Diwali and Christmas). Children learn people in their family have different jobs.	British Values and Dr Tim Children learn about difference between themselves and others.	British Values and Dr Tim Pupils learn about what makes themselves and others special Pupils learn about roles and responsibilities at home and at school Pupils learn about being co-operative with others	British Values and Dr Tim Pupils learn about valuing the similarities and differences between themselves and others Pupils learn about what is meant by community Pupils learn about belonging to groups

Online Safety					
	Self-Image and Identity	Children know that they can 'Turn off and tell' if they see something on the internet that makes them feel upset or uncomfortable.	Children know that they can 'Turn off and tell' if they see something on the internet that makes them feel upset or uncomfortable. Children know they must keep information about themselves safe and not tell anyone online.	• Children can recognise that there may be people online who could make them feel sad, embarrassed or upset. • If something happens that makes children feel sad, worried, uncomfortable or frightened they can give examples of when and how to speak to an adult they can trust.	• Children can explain how other people may look and act differently online and offline. • Children can give examples of issues online that might make them feel sad, worried, uncomfortable or frightened; children can give examples of how they might get help.
	Online Relationships			• Children can use the internet with adult support to communicate with people they know. • Children can explain why it is important to be considerate and kind to people online. • Children can give examples of when they should ask permission to do something online and explain why this is important. • Children can explain why things one person finds funny or sad online may not always be seen in the same way by others.	• Children can give examples of how someone might use technology to communicate with others they don't know offline and explain why this might be risky. • Children can explain who they should ask before sharing things about themselves or others online. • Children can describe different ways to ask for, give and deny permission online and can identify who can help them if they are not sure. • Children can explain why they have a right to say 'no' or 'I will have to ask someone'. Children can explain who can help them if they feel under pressure to agree to something they are unsure about or don't want to do. • Children can identify who can help them if something happens online without their consent. • Children can explain how it may make others feel if they do not ask their permission or ignore their answers before sharing something about them online. • Children can explain why they should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.
	Online Reputation			• Children recognise that information can stay online and could be copied. • Children can describe what information they should not put online without asking a trusted adult first.	• Children can explain how information put online about them can last for a long time. • Children can describe how anyone's online information can be seen by others. • Children know who to talk to if something has been put online without consent or if it is incorrect.
	Online Bullying			• Children can describe how to behave online in ways that do not upset others and can give examples.	• Children can explain what bullying is, how people may bully others and how bullying can make people feel. • Children can explain why anyone who experiences bullying is not to blame. • Children can talk about how anyone experiencing bullying can get help
	Managing Online Information			• Children can give simple examples of how to find information using digital technologies e.g., search engines, voice activated searching. • Children know/understand that we can encounter a range of things online including things they like and don't like as well as things which are real or make believe/ a joke. • Children know how to get help from a trusted adult if they see content that makes them feel sad, uncomfortable worried or frightened.	• Children can use simple keywords in search engines. • Children can demonstrate how to navigate a simple webpage to get to information they need (e.g. home, forward, back buttons; links, tabs and sections). • Children can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). • Children can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. • Children can explain why some information I find online may not be true.
	Health, Well-being and Lifestyle			• Children can explain rules to keep themselves safe when they are using technology both in and beyond the home.	• Children can explain simple guidance for using technology in different environments and settings. Children can say how those rules/guides can help them.
	Privacy and Security			• Children can explain how passwords are used to protect information, accounts and devices. • Children can recognise more detailed examples of information that is personal to someone (e.g. where they live, their family's names, where they go to school). • Children can explain why they should always ask a trusted adult before they share any information about themselves online.	• Children can explain how passwords can be used to protect information, accounts and devices. • Children can explain and give examples of what is meant by 'private' and 'keeping things private'. • Children can describe and explain some rules for keeping their information private. • Children can explain how some people may have devices in their homes connected to the internet and can give examples
	Copyright and Ownership			• Children can explain why work they create using technology belongs to them. Children can say why it belongs to them (e.g. 'it is their idea' or 'I designed it'). • Children can save their work so that others know it belongs to them (e.g. filename, name on content). • Children understand that work created by others does not belong to them even if they save a copy.	• Children can recognise that content on the internet may belong to other people • Children can describe why other people's work belongs to them.

	Yr 3	Yr 4	Yr 5	Yr 6
Relationships		Pupils learn to understand and respect the differences and similarities between people Pupils learn about the biological differences between male and female animals and their role in the life cycle Pupils learn about growing from young to old and that they are growing and changing Pupils learn that everybody needs to be cared for and ways in which they care for others	Pupils learn about the way we grow and change throughout the human lifecycle Pupils learn the physical changes associated with puberty. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty Pupils learn about the impact of puberty on physical hygiene and strategies for managing (menstruation and wet dreams).	Pupils revisit learning and understanding of puberty. Pupils learn what values are important to them in respectful relationships. Pupils learn about human reproduction in the context of the human lifecycle Pupils learn about roles and responsibilities of carers and parents Pupils learn about different types of family and how their home-life is special.
Medicine, drugs, alcohol and tobacco education	Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people Pupils learn about the effects and risks of smoking tobacco and secondhand smoke Pupils learn about the help available for people to remain smoke free or stop smoking Pupils learn about asthma.	Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them Pupils learn about the effects and risks of drinking alcohol Pupils learn about different patterns of behaviour that are related to drug use Pupils learn strategies to resist pressure from others about whether to use drugs –smoking drugs and alcohol		Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs Pupils learn about assessing the level of risk in different situations involving drug use Pupils learn about ways to manage risk in situations involving drug use
Keeping safe and managing risk	Antibullying week. Pupils learn to recognise bullying and how it can make people feel Pupils learn about different types of bullying and how to respond to bullying incidents Pupils learn about what to do if they witness bullying	Antibullying week – children know what bullying is and what to do if they think they are being bullied. Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks Pupils learn about what to do in emergency and basic emergency first aid procedures	Antibullying week – children know what bullying is and what to do if they think they are being bullied. Pupils learn about keeping safe online Pupils learn that violence within relationships is not acceptable Pupils learn about problems that can occur when someone goes missing from home	Antibullying week – children know what bullying is and what to do if they think they are being bullied. Pupils learn about feelings of being out and about in the local area with increasing independence Pupils learn about recognising and responding to peer pressure Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour) Pupils learn about what to do in emergency and basic emergency first aid procedures

Mental health and emotional wellbeing	Pupils learn about celebrating achievements and setting personal goals Pupils learn about dealing with put-downs Pupils learn about positive ways to deal with set-backs	Pupils learn about the connection between our feelings thoughts and behaviour. Pupils learn about Ruby, Rafa and Riz Pupils learn about talking to a grown up and consolidate learning about feelings, thoughts and behavior.	Pupils learn about the brain and how it controls our bodies. Pupils learn about how we respond to threats and fears. Pupils learn about self-calming strategies.	Pupils learn about a wide range of emotions and feelings and how these are experienced in the body Pupils learn about times of change and how this can make people feel Pupils learn about the feelings associated with loss, grief and bereavement Pupils learn what mental health is Pupils learn about what can affect mental health and some ways of dealing with this Pupils learn about some everyday ways to look after mental and learn about the stigma and discrimination that can surround mental health
Physical health, fitness and wellbeing	Pupils learn about making healthy choices about food and drinks Pupils learn about how branding can affect what foods people choose to buy Pupils learn about keeping active and some of the challenges of this	Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons) Pupils learn about other factors that contribute to peoples' food choices (such as ethical farming, fair trade and seasonality) Children learn about the importance of getting enough sleep	Pupils learn that messages given on food adverts can be misleading Pupils learn about role models Pupils learn about how the media can manipulate images and this may not reflect reality	
Careers, financial capability and economic wellbeing	Pupils learn about what influences peoples' choices about spending and saving money Pupils learn how people can keep track of their money Pupils learn about the world of work		Pupils learn that money can be borrowed but there are risks associated with this Pupils learn about enterprise Pupils learn what influences peoples' decisions about careers	
Identity, society and equality	British Values and Dr Tim Pupils learn about Britain as a democratic society Pupils learn about how laws are made Pupils learn about the local council	British Values and Dr Tim Pupils learn about human rights and the UN Convention on the Rights of the Child Pupils learn about Individual Liberty	British Values and Dr Tim Pupils learn about stereotyping, including gender stereotyping Pupils learn about prejudice and discrimination and how this can make people feel Pupils learn about homelessness	British Values and Dr Tim Pupils learn about people who have moved to the UK from other places, (including the experience of refugees) Pupils learn how to keep themselves safe and build resilience to peer pressure (radicalisation). Revise the UN Convention on the Rights of the Child

Online Safety	**Self-Image and Identity**	• Children can explain what is meant by the term 'identity'. • Children can explain how people can represent themselves in different ways online. • Children can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media).	• Children can explain how their online identity can be different to their offline identity. • Children can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. • Children can explain that others online can pretend to be someone else, including their friends and can suggest reasons why they might do this.	• Children can explain how identity online can be copied, modified or altered. • Children can demonstrate responsible choices about their online identity, depending on context.	• Children can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups and explain why it is important to challenge and reject inappropriate representations online. • Children can describe issues online that could make anyone feel sad, worries, uncomfortable or frightened. Children know and can give examples of how to get help both on and offline. • Children can explain the importance of asking until they get the help needed.
	Online Relationships	• Children can describe ways people who have similar likes and interests can get together online. • Children can explain what it means to 'know someone' online and why this might be different from knowing someone offline. • Children can explain what is meant by 'trusting someone online', why this is different to 'liking someone online' and why it is important to be careful about who to trust online including what information and content they are trusted with. • Children can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. • Children can explain how someone's feelings might be hurt by what is said or written online. • Children can explain the importance of giving and gaining permission before sharing things online, how the principles of sharing online is the same as sharing offline.	• Children can describe strategies for safe and fun experiences in a range of online social environments. • Children can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. • Children can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.	• Children can give examples of technology specific forms of communication. • Children can explain that there are some people they communicate with online who may want to do them or their friends harm. Children can recognise that this is not their fault. • Children can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. • Children can explain how someone can get help if they are having problems and identify when to tell a trusted adult. • Children can demonstrate how to support others (including those who are having difficulties) online.	• Children can explain how sharing something online may have an impact either positively or negatively. • Children can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. • Children can describe how things shared privately online can have unintended consequences for others. • Children can explain that taking or sharing inappropriate images of someone even if they say it is ok may have an impact for the sharer and others.
	Online Reputation	• Children can explain how to search for information about others online. • Children can give examples of what anyone may or may not be willing to share about themselves online. Children can explain the need to be careful before sharing anything personal. • Children can explain who someone can ask if they are unsure about putting something online.	• Children can describe how to find out information about others by searching online. • Children can explain ways that some of the information about anyone online could have been created, copied or shared by others.	• Children can search for information about an individual online and create a summary report of the information I find. • Children can describe ways that information about people online can be used by others to make judgments about an individual and why these may be incorrect.	• Children can explain the ways in which anyone can develop a positive online reputation. • Children can explain strategies anyone can use to protect their digital personality and online reputation.
	Online Bullying	• Children can describe appropriate ways to behave towards other people online and why this is important. • Children can give examples of how bullying behaviour could appear online and how someone can get support.	• Children can recognise when someone is upset, hurt or angry online. • Children can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • Children can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	• Children can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. • Children can describe how what one person perceives as playful joking or teasing (including banter) might be experienced by others as bullying. • Children can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. • Children can identify a range of ways to report concerns and access support both in school and at home about online bullying. • Children can explain how to block abusive users. • Children can describe the helpline services who can help people experiencing bullying and how to access them (e.g. Childline).	• Children can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help them. • Children can explain how someone would report online bullying in different contexts.
	Managing Online Information	• Children can demonstrate how to use key phrases in search engines. • Children can explain what autocomplete is and how to choose the best suggestion. • Children can explain how the internet can be used to sell and buy things. • Children can explain the difference between a 'belief', an 'opinion' and a 'fact'. • Children can explain that not all opinions shared may be accepted as true or fair by others. • Children can describe and demonstrate how they can get help from a trusted adult if they see content that makes us feel sad, uncomfortable, worried or frightened.	• Children can analyse information to make a judgement about probable accuracy. They understand why it is important to make their own decisions regarding content and that those decisions are respected by others. • Children can describe how they can search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). • Children can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. • Children can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. • Children can explain that technology can be designed to act like or impersonate living things (e.g., bots) and describe what the benefits and risks might be. • Children can explain what is meant by fake news.	• Children can explain the benefits and limitations of using different types of search technologies. Children can explain how some technology can limit the information they are presented with. • Children can explain what is meant by 'being sceptical'. Children can give examples of when and why it is important to be 'sceptical'. • Children can evaluate digital content and can explain how to make choices about what is trustworthy. • Children can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. • Children can identify ways the internet can draw us to information for different agendas. • Children can describe ways of identifying when online content has been commercially sponsored or boosted. • Children can explain what is meant by the term 'stereotype'; how stereotypes are amplified and reinforced online and how accepting stereotypes may influence how people think about others. • Children can describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful. • Children can explain what is meant by a 'hoax'. Children can explain why they need to think carefully before they forward anything online.	• Children can explain how search engines work and how results are selected and ranked. • Children can explain how to use search technologies effectively. • Children can describe how some online information can be opinion and can offer examples. • Children can explain how and why some people may present 'opinions' as 'facts'. • Children can define the terms 'influence', 'manipulation' and 'persuasion' and explain how they might encounter these online (e.g. advertising and 'ad targeting'). • Children understand the concept of persuasive design and how it can be used to influence people's choices. • Children can demonstrate strategies to enable them to analyse and evaluate the validity of 'facts' and can explain why using these strategies are important. • Children can explain how companies and news providers target people with online news stories they are more likely to engage with. • Children can describe the difference between online misinformation and dis-information. • Children can explain why information on a large number of sites may still be inaccurate or untrue. • Children can identify, flag and report inappropriate content.
	Health, Well-being and Lifestyle	• Children can explain why spending too much time using technology can sometimes have a negative impact on anyone; children can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). • Children can explain why some online activities have age restrictions, why it is important to follow them and know who they can talk to if others pressure them to watch or do something online that makes them feel uncomfortable.	• Children can explain how using technology can be a distraction from other things in both a positive and negative way. • Children can identify times or situations when someone might need to limit the amount of time they use technology.	• Children can describe ways technology can affect health and wellbeing positively and negatively. • Children can describe some strategies, tips and advice to promote healthy sleep with regards to technology. • Children recognise the benefits and risks of accessing information about health and wellbeing online and how they should balance this with talking to trusted adults and professionals. • Children can explain how and why some apps and games may request or take payment for additional content and explain the importance of seeking permission from a trusted adult before purchasing.	Children can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. Children recognise and can discuss pressures that technology can place on someone and how/when they could manage this. Children can recognise features of persuasive design and how they are used to keep users engaged. • Children can assess and action different strategies to limit the impact of technology on their health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).
	Privacy and Security	• Children can describe simple strategies for creating and keeping passwords private.	• Children can describe strategies for keeping personal information private, depending on context.	• Children can explain what a strong password is and demonstrate how to create one.	• Children can describe effective ways people can manage passwords. • Children can explain what to do if a password is shared, lost or stolen.

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	Copyright and Ownership	• Children can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	• When searching on the internet for content to use, children can explain why they need to consider who owns it and whether they have the right to reuse it. • Children can give some simple examples of content which I must not use without the permission of the owner.	• Children can assess and justify when it is acceptable to use the work of others. • Children can give examples of content that is permitted to be reused.	• Children demonstrate the use of search tools to find and access online content which can be reused by others. • Children can demonstrate how to make references to and acknowledge sources they have used from the internet.