

WPS PSHE Skills Progression

(Following Derbyshire Matters PSHE Scheme)

Topic	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drug	Explain the		Identifying different		Recognising that habits		Recognising that
Education	reasons for		ways to keep		can have both positive/		habits can have both
	rules, know		healthy.		negative effects on a		positive and negative
	right from		Demonstrating		healthy lifestyle.		effects on a healthy
	wrong and		simple hygiene		Understanding how		lifestyle. Respond in
	try to behave		routines that can		medicines, when used		an emergency
	accordingly.		stop germs from		responsibly, contribute		situation. Exploring
			spreading.		to health. Identifying		the risks/effects of
			Understanding how		how to predict, assess		legal drugs common
			medicines can help		and manage risk.		to everyday life.
			people to stay		Understanding what		Recognising that
			healthy. Naming		hazards may cause		there are laws
			different feelings.		harm or risk and what		surrounding the use
			Talking about rules		they can do to reduce		of legal drugs.
			and age restrictions		risks/keep safe.		Exploring why people
			that keep us safe.		Understanding the		choose to use or not
			Understanding that		importance of taking		use drugs.
			household products		medicines correctly and		Recognising the
			(including medicines)		using household		mixed messages in
			can be harmful if not		products safely.		the media.
			used correctly.		Identifying strategies		Identifying the people
			Talking about the		for keeping safe. How		they can talk to if
			people whose job it		to respond and react in		they have concerns.
			is to help keep us		an emergency situation.		Identifying strategies
			safe.		Learning about the risks		to manage peer
			Understanding that		and effects of legal		influence and the
			things that people		drugs common to		desire
			put into their body		everyday life.		
			or on their skin can				
			affect how people				
			feel.				

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being	Manage their	H1. Identifying		H1. Identifying		H2. Understanding	
Healthy	own basic	different ways to		what affects their		what a balanced,	
J	hygiene and	keep healthy. H2.		physical/ mental		healthy lifestyle	
	personal	Recognising foods		health. H2.		means. H3.	
	needs,	that support good		Understanding		Identifying what	
	including	health; the risks of		what a balanced,		influences our	
	dressing,	eating too much		healthy lifestyle		choices to have a	
	going to the	sugar. H3.		means. H3.		balanced lifestyle.	
	toilet, and	Exploring how		Understanding		H4. Recognising	
	understandin	physical activity		what might		that habits can	
	g the	helps us to stay		influence our		have both	
	importance of	healthy. H4.		choices. H4.		positive/negative	
	healthy food	Recognising why		Recognising that		effects on a healthy	
	choices	sleep is important		habits can have		lifestyle. H5.	
		and different ways		both		Recognising early	
		to rest and relax.		positive/negative		signs of physical	
		H5. Demonstrating		effects on a		illness. H6.	
		simple hygiene		healthy lifestyle.		Exploring a	
		routines that can		H6. Explaining		balanced/unbalance	
		stop germs from		what constitutes a		d diet and the	
		spreading. H7.		healthy diet. H7.		effects. H7.	
		Exploring what		Recognising		Recognising risks	
		good dental care		opportunities to be		associated with an	
		is; identifying food		physically active.		inactive lifestyle.	
		and drink that		H8. Understanding		H8. Identifying	
		supports dental		routines that		routines that	
		health. H8.		support good		support good	
		Describing		quality sleep. H9.		quality sleep; the	
		different ways of		Identifying hygiene		effects of lack of	
		keeping safe in the		routines that can		sleep. H9.	
		sun to reduce skin		limit the spread of		Understand the	
		damage. H9.		infection. H11.		importance of	
		Recognising the		Talking about how		personal hygiene	
		importance of		to maintain good		and how to	
		knowing when to		mouth hygiene.		maintain it. H11.	

		take a break		H12.		Identifying good	
		online/offline.		Understanding the		oral hygiene; the	
		orunte/ojjuite.		benefits/risks of		impact of lifestyle	
				sun exposure. H13.		choices on dental	
				Identify strategies		care. H12.	
				for		Identifying how to	
				managing/balancin		keep safe from sun	
				g time		damage and reduce	
				online/offline.		the risk of skin	
				ortune/ojjune.		cancer. H13.	
						Identifying	
						, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
						strategies for	
						managing time online. H14.	
						Identifying how to	
						seek support if they	
						are worried about	
						their health. H16.	
						Identify strategies and behaviours that	
						support mental	
						health	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me	Show an	1001	L4. Recognising the	100.0	L6. Identifying the	100.0	L6. Identifying the
Dealing 1-16	understandin		different groups they		different groups that		different groups that
	g of their		belong to. L14.		make up their		make up their
	own feelings		Identifying that		community. L7.		community. L7.
	and those of		everyone has		Identifying the different		Describing the
	others and		different strengths.		contributions that		different
	begin to		R23. Recognising the		people/groups make to		contributions that
	regulate their		ways in which they		the community. L8.		people/groups make
	behaviour		are the same and		Explore diversity: what		to the community.
	accordingly.		different to others.		it means; the benefits of		L8. Discussing
			H21. Recognising		living in a diverse		diversity: what it
			what makes them		community. L10.		means; the benefits
			special. H22.		Recognising		of living in a diverse

			Identifying the ways in which we are all unique. H23. Identifying what they like and dislike		behaviours/actions which discriminate against others. L25. Recognising positive things about themselves/achievement s. H25. Identifying what contributes to who we are. R30. Recognising that our own behaviour can affect other people. R32. Recognising the differences and similarities between people. R33. Listening to and responding respectfully to a wide range of people.		community; and how we value diversity within our communities. L10. Recognising behaviours/actions which discriminate against others and ways of responding to it if witnessed/experience d. R30. Recognising that our own behaviour can affect other people R33. Listening to and responding respectfully to a wide range of people.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Bullying Matters	Work and play cooperatively and take turns with others	R8. Recognising simple strategies to resolve arguments between friends positively. R9. Recognising how to ask for help if a friendship is making them feel unhappy. R10. Recognising that bodies/feelings can be hurt by words and actions. R11. Identifying how		R13. Recognising the importance of seeking support if feeling lonely or excluded. R17. Identifying positive strategies that may help to resolve disputes in friendships. R18. Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable.		R13. Recognising the importance of seeking support if feeling lonely or excluded. R17. Identifying positive strategies that may help to resolve disputes in friendships. R18. Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable. R19. Recognising	

		people may feel if they experience hurtful behaviour or bullying. R12. Understanding that hurtful behaviour is not acceptable. R12. Explaining how to report bullying and the importance of telling a trusted adult. R20. Identifying what to do if they feel worried. R21. Identifying what is kind and unkind behaviour. R22. Recognising how to treat themselves and others with respect. R24. Playing, listening and working cooperatively.		R19. Recognising the impact of bullying and the consequences of hurtful behaviour. R20. Suggesting strategies to respond to hurtful behaviour. R21. Discussing what discrimination means and how to challenge it. R30. Recognising that our own behaviour can affect other people.		the impact of bullying and the consequences of hurtful behaviour. R20. Suggesting strategies to respond to hurtful behaviour. R21. Discussing what discrimination means and how to challenge it. R25. Identifying strategies to respond to unwanted touch. R30. Recognising that our own behaviour can affect other people.	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being	• Give focused		Talking about rules		Identifying strategies		Identifying how to
Safe	attention to what the		and age restrictions		for balancing time		predict, assess and
	teacher says,		that keep us safe. Recognising risk and		online/offline. Identifying reasons for		manage risk in different situations.
	responding		what action to take		following age		Understanding what
	appropriately		to minimise harm.		regulations and		hazards may cause
	even when		Describing how to		restrictions. Identifying		harm, injury or risk in
	engaged in		keep safe at home.		how to predict, assess		the home and what

	activity, and		Describing ways to		and manage risk in		they can do reduce
	show an		keep safe in familiar/		different situations.		risks and keep safe.
	ability to		unfamiliar		Understanding what		Identifying strategies
	follow		environments.		they can do reduce risks		for keeping safe in
	instructions		Talking about the		and keep safe.		the local environment
	involving		people whose job it		Identifying strategies		or unfamiliar places.
	several ideas		is to help keep us		for keeping safe in the		Identifying strategies
	or actions.		safe Explaining basic		local environment.		for keeping safe
	Personal,		rules to keep safe		Identifying strategies		online.
	Social and		online.		for keeping safe online.		Demonstrating basic
	Emotional		Understanding what		Demonstrating basic		techniques for
	Development		to do if there is an		techniques for dealing		dealing with common
	ELG:		accident and		with common injuries.		injuries.
	Managing		someone is hurt.		Understanding how to		Demonstrating how
	Self • Manage		Demonstrating how		respond in an		to respond/react in
	their own		to get help in an		emergency situation.		an emergency
	basic hygiene		emergency. Talking		Understanding privacy		situation. R23.
	and personal		about the role of the		and personal		Recognising on -line
	needs,		internet in everyday		boundaries		risks, harmful
	including		life. Identifying that		Recognising acceptable/		content/ behaviours
	dressing,		not all information		unacceptable physical		and how to report
	going to the		online is true.		contact. Understanding		concerns. Can
	toilet, and		Responding safely to		about seeking and		recognise pressure
	understandin		people online/offline		giving permission.		from others.
	g the				Recognising pressure		Recognising ways in
	importance of				from others.		which technology can
	healthy food				Recognising ways in		be used positively
	choices				which the internet and		and negativity and
					social media can be		identifying ways to
					used both		stay safe.
					positively/negatively.		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Differenc		L6. Recognising		R31. Recognising			Identifying strategies
e and		ways they are the		the importance of			to respond to hurtful
Diversity		same as, and		self - respect and			behaviours. R21.
3		different to, other		how to respect			Describing what

people. L14. Identifying that everyone has different strengths. L17. Discussing the strengths/interests someone might need to do different jobs. R2. Identifying the people who love and care for us. R3. Recognising that there are different types of families. R4. Identifying common features of family life. R22. Recognising how to treat themselves and others with respect. R23. Recognising the ways in which they are the same/different to others. H21. Recognising what makes them special. H22. Celebrating the ways in which we are all unique.

others. R32. Respecting and recognising the differences and similarities between people. R34. Debating topical issues, respecting other people's points of view/constructively challenging those they disagree with. L9. Understanding and challenging stereotypes. L10. Recognising behaviours/actions which discriminate against others. H25. Identifying what contributes to who we are. H27. Recognising their individuality and personal qualities.

discrimination means and how to challenge it. R31. Describing how to respect others. R34. Debating topical issues with respect. L4. Identifying the importance of having compassion towards others. L8. Discussing diversity: what it means; the benefits of living in a diverse community. L10. Understanding prejudice. L12. Exploring how to make safe, reliable choices from search results. H26. Understanding that for some people gender identity does not correspond with their biological sex. H28. Identifying personal strengths, skills, achievements and interests.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring	Show an	H11. Naming		H15. Recognising		H18. Identifying the	
Emotions	understandin	different feelings.		the importance of		everyday things	
	g of their	H12. Explaining		taking care of		that affect feelings	
	own feelings	how to recognise		mental health.		and the importance	
	and those of	different feelings.		H16. Identifying		of expressing how	
	others and	H13. Recognising		strategies and		we feel. H19. Using	
	begin to	that feelings can		behaviours that		a varied vocabulary	
	regulate their	affect the way we		support mental		when talking about	
	behaviour	think, feel and		health. H17.		feelings and how	
	accordingly	behave. H14.		Recognising		we can express	
		Talking about how		feelings can change		feelings in different	
		to recognise what		over time and		ways. H20.	
		others might be		range in intensity.		Identifying	
		feeling. H15.		H18. Identifying		strategies that they	
		Recognising that		the everyday		could use to	
		not everyone feels		things that affect		respond to feelings.	
		the same about		feelings and the		H21. Recognising	
		the same things.		importance of		when someone may	
		H16. Naming a		expressing how we		be struggling with	
		range of words to		feel. H19. Using a		their mental health	
		describe feelings.		varied vocabulary		and understand	
		H17. Talking		when talking about		how to seek support	
		about things that		feelings and how		for themselves and	
		help people's		we can express		others. H22.	
		mental/physical		feelings in different		Recognising that	
		health. H18.		ways. H20.		anyone can	
		Identifying ways		Identifying		experience mental ill	
		to manage big		strategies that they		health. H24.	
		feelings. H19.		could use to		Identifying	
		Recognising when		respond to feelings.		strategies for	
		they need help		H21. Identifying		dealing with	
		and understand		how to seek		emotions,	
		how to ask for		support for		challenges and	
		help.		themselves and		change. H29.	
				others. H24.		Identifying how to	

				Identifying strategies for		reframe unhelpful thinking.	
				dealing with			
				emotions.			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Changes	Children at		H13. Recognising		H17. Recognising that		H17. Recognising
	the expected		that feelings can		feelings can change		that feelings can
	level of		affect the way we		over time, and range in		change over time,
	development		think, feel and		intensity. H18.		and range in
	(at the end of		behave. H16.		Identifying the everyday		intensity. H18.
	their		Recognising ways of		things that affect		Identifying the
	reception		sharing feelings.		feelings, and the		everyday things that
	year) will: Be		H18. Identifying		importance of		affect feelings, and
	confident to		ways to manage big		expressing how we feel.		the importance of
	try new		feelings. H19.		H19. Using a varied		expressing how we
	activities and		Recognising when we		vocabulary when		feel. H19. Using a
	show		need help and		talking about feelings.		varied vocabulary
	independence,		understand how to		H21. Recognising the		when talking about
	resilience, and		ask for help. H20.		signs when someone		feelings. H21.
	perseverance		Identifying feelings		may be struggling and		Recognising the signs
	in the face of		associated with		understand how to seek		when someone may
	challenge.		change/loss. H24.		support. H23.		be struggling and
	Understandin		Exploring how to		Discussing change and		how to seek support.
	g the World		manage when we		loss, and how these can		H23. Discussing
	ELG: The		find things difficult.		affect feelings, thoughts		change and loss, and
	Natural		H26. Explaining how		and behaviours. H24.		how these can affect
	World •		people's needs		Identifying strategies		feelings, thoughts
	Understand		change as they grow		for dealing with		and behaviours. H24.
	some		from young to old.		emotions, challenges		Identifying strategies
	important		H27. Explaining		and change. H36.		for dealing with
	processes and		positive ways of		Identifying strategies to		emotions, challenges
	changes in		preparing to move to		manage transitions		and change. H36.
	the natural		a new class/year		between classes and key		Identifying strategies
	world around		group.		stages		to manage transitions
	them,						between classes and
	including the						key stages

	seasons and changing states of						
	matter EVES	Voor 1	Voor 2	Voor 2	Voor /	Voor 5	Voor 6
Money Matters	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Understandin g the World ELG: Past and Present • Talk about the lives of the people around them and their roles in society.	Year 1	Year 2 L10. Understanding what money is. L11. Recognising that people make different choices about how to save/spend money. L12. Recognising the difference between needs and wants. L13. Understanding how money can be looked after. L14. Identifying that everyone has different strengths. L15. Understanding that jobs help people to earn money to pay for things. L16. Identifying different jobs that people do. L17. Identifying the strengths/interests someone might need to do different jobs.	Year 3	Year 4 L17. Understanding the different ways to pay for things. L18. Identifying that people's attitudes towards saving/spending is different. L19. Recognising that people's spending decisions can affect others and the environment. L20. Recognising that people make spending decisions based on needs and wants. L21. Recognising different ways of keeping track of money. L24. Identifying the ways that money can impact on people's feelings. L30. Identifying some of the skills that may help them in their future careers.	Year 5	Year 6 L21. Understanding different ways to keep track of money. L22. Understanding the risks associated with money and ways of keeping money safe. L23. Identifying the risks involved in gambling activities. L24. Identifying the ways that money can impact on people's emotions. L25. Recognising positive things about themselves and can set goals L27. Exploring what is meant by stereotypes. L28/29. Recognising that there are many factors which may influence a person's job or career choice. L30. Recognising some of the skills that will help them in

	EVEC	V 1	V 2	V2	V	V F	L31. Identifying the kind of job that they might like to do when they are older. L32. Recognising a variety of routes into careers.
Constitute	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Growing Up	Be confident to try new		5. Identifying simple hygiene routines that		H9. Understanding that everyday hygiene		Identify the external genitalia and internal
Op	activities and		can stop germs from		routines can limit the		reproductive organs
	show		spreading. H20.		spread of infection.		and how the process
	independence,		Identifying feelings		H25. Identifying what		of puberty relates to
	resilience, and		associated with		contributes to who we		human reproduction.
	perseverance		change/loss. H21.		are. H27. Recognising		H31. Identifying the
	in the face of		Recognising what		their individuality and		physical and
	challenge		makes them special.		personal qualities. H28.		emotional changes
			H22. Talking about		Identifying personal		that happen when
			the ways in which		strengths, skills,		approaching/ during
			we are all unique. H		achievements and		puberty. H32.
			25. Naming the main		interests. H30.		Identifying the
			parts of the body		Identifying the external		importance of
			including external genitalia. H26.		genitalia and internal		keeping clean and
			Explaining how		reproductive organs and how the process of		hygiene. H33. Understanding the
			people's needs		puberty relates to		human life cycle.
			change as they grow		human reproduction.		H34. Identifying
			from young to old.		H31. Identifying the		where to get advice.
			R13. Recognising		physical and emotional		H35. Recognising the
			and understanding		changes that happen		responsibilities
			the importance of		when		growing up brings.
			respecting privacy.		approaching/during		R2. Recognising that
			R16. Identifying how		puberty. H32.		people may be
			to respond if physical		Identifying the		attracted to someone
			contact makes them		importance of keeping		emotionally,
			feel		clean and how to		romantically and

			uncomfortable/unsaf e. R17. Understanding that there are situations when they should ask for permission. R18. Recognising the importance of not keeping adults' secrets. R20. Identifying what to do if they feel unsafe/worried for themselves or others. R23. Recognising the ways in which they are the same/different to others.		maintain personal hygiene. H33. Understanding the human life cycle. R22. Understanding privacy and personal boundaries. R26. Recognising what seeking and giving permission (consent) means. R29. Explaining where to get advice or report concerns if worried. L9: Learning about stereotypes.		sexually. R26. Recognising what seeking and giving permission (consent) means. R29. Explaining where to get advice or report concerns if worried. L11. Recognising ways in which social media can be used positively and negatively including how images can be manipulated.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Form positive attachments to adults and friendships with peers.	R1. Recognising the roles different people play in their lives. R5. Understanding that it is important to tell someone if something about their family makes them unhappy or worried. R6. Understanding how people make friends and explain what makes a good friendship.		R1. Recognising that there are different types of relationships. R6. Recognising the different ways people care for each other. R7. Recognising and respecting that there are different family structures. R8. Recognising the characteristics of healthy family life. R10.		R3. Understanding what marriage and civil partnership means. R5. Recognising different types of loving, caring and committed relationships. R6. Identifying the difference between healthy/ unhealthy relationships. R7.Recognising and respecting that there are different	

		R7. Recognising when they or someone else feels lonely and what to do that may help. R19. Explaining basic techniques for resisting pressure to do something they don't want to do. L7. Explaining how the internet and devices can be used safely to communicate with others. H14. Talking about how to recognise what others might be feeling. H15. Recognising that not everyone feels the same about the same things.		Identifying the strategies to build positive friendships and how friendship can support wellbeing. R11. Identifying what constitutes a positive healthy friendship. R14. Comparing the difference between healthy/ unhealthy friendships. R16. Understanding the benefits of having different types of friends. R27. Recognising the risks associated with keeping a secret.		family structures. R8 .Recognising the characteristics of healthy family life. R9 .Recognising how to seek advice if family relationships make them unhappy. R10. Identifying the strategies to build positive friendships and how friendship can support wellbeing. R14. Comparing the difference between healthy/ unhealthy friendships. R16. Exploring how friendships can change and the benefits of having different types of friends.	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Responsible	Explain the reasons for rules, know right from wrong and try to behave accordingly.	L1. Understanding what rules are and why different rules are needed for different situations. L2.		L1. Recognising reasons for rules and laws; consequences of not adhering to rules and laws. L2. Recognising there		1. Recognising reasons for rules and laws; consequences of not adhering to rules and laws. L2. Recognising there	

	Understandin	people and other	are human rights,	are human rights,
	g the World	living things have	that are there to	that are there to
	ELG: The	different needs	protect everyone.	protect everyone.
	Natural	and understand	L3. Understanding	L3. Understanding
•	World •	the responsibilities	the relationship	the relationship
	Explore the	of caring for them.	between rights and	between rights and
	natural world	L3. Explaining	responsibilities. L4.	responsibilities. L4.
	around them,	things they can do	Identifying the	Identifying the
	making	to help look after	importance of	importance of
	observations	their environment.	having compassion	having compassion
	and drawing	L5. Exploring the	towards others.	towards others.
	pictures of	different	Explaining how to	Explaining how to
	animals and	roles/responsibilitie	show care/concern.	show care/concern.
	plants	s people have.	L5. Identifying	L5. Identifying
		R25. Sharing	ways of protecting	ways of protecting
		opinions on things	the environment in	the environment in
		that matter to	school and at	school and at home
		them	home.	and understanding
			Understanding	how everyday
			how everyday	choices can affect
			choices can affect	the environment.
			the environment.	