

PSHE Progression (EYFS – Year 6)

How we build secure, sequenced personal development across the whole school

At Aston Rowant CofE Primary School, our PSHE curriculum is designed as a **spiral curriculum**: key concepts reappear each year in increasingly sophisticated and age-appropriate ways. This ensures children:

- Revisit and strengthen core knowledge
- Deepen their understanding of themselves, others and the world
- Develop secure, transferable skills
- Build confidence, emotional intelligence and citizenship
- Are fully prepared for the next stage of their education

Our progression map demonstrates **exactly how knowledge and skills build over time**, how PSHE connects with safeguarding, and how our **floor books capture learning** and evidence pupil voice.



PSHE Progression Overview

Below is a clear breakdown of progression in six key strands.

(This mirrors Kapow's spiral structure while including all your enrichment such as rights, mental health, enterprise, safety & courageous advocacy.)



HEALTH & WELLBEING

EYFS

- Naming basic feelings
- Simple regulation strategies (calm spaces, breathing)
- Understanding healthy routines (sleep, hygiene, food)
- Knowing who helps us

Year 1

- Recognising a wider range of emotions
- Basic coping strategies
- Healthy choices & germs

- Safety in familiar situations

Year 2

- Early mental health awareness
- Growth mindset & perseverance
- Safe/unsafe situations
- Asking for help confidently

Year 3

- Body changes & self-care
- Managing embarrassment, frustration & worry
- Understanding triggers
- Personal boundaries

Year 4

- Healthy lifestyles (nutrition, sleep, screen time)
- Developing resilience & problem-solving
- Recognising early anxiety
- Supporting peers

Year 5

- Balanced lifestyle choices
- Emotional literacy vocabulary expands
- Strategies for stress and pressure
- Mental health awareness week tasks

Year 6

- Transition preparation & managing change
- Complex emotions & coping strategies
- Seeking help responsibly
- Recognising mental health stigma



RELATIONSHIPS & COMMUNITY

EYFS

- Turn-taking, kindness, friendships
- Class rules & simple conflict resolution

Year 1

- Healthy friendships
- Respect and courtesy
- Families and similarities/differences

Year 2

- Bullying basics & being an upstander
- Listening and sharing
- Celebrating diversity

Year 3

- Managing disagreements fairly
- Trust, honesty, forgiveness
- Roles within a community

Year 4

- Peer influence
- Respectful relationships & empathy
- Understanding discrimination

Year 5

- Complex friendships
- Challenging stereotypes
- Respecting different viewpoints

Year 6

- Healthy vs unhealthy relationships
- Consent (taught in an age-appropriate way)
- Rights, justice & courageous advocacy

3 LIVING IN THE WIDER WORLD (Citizenship, Rights, British Values)

EYFS

- Understanding classroom community
- Helping others

Year 1

- Rules & routines
- Belonging to groups

Year 2

- Local community helpers
- Fair/unfair

Year 3

- Democracy in school (School Council votes)
- Rights of the Child (introduction)

Year 4

- Responsibilities of citizens
- Basic law & Parliament
- Rights & responsibilities

Year 5

- Deeper understanding of UN Rights
- Media influence
- Parliament Week debates

Year 6

- Global citizenship
- Investigating injustice (e.g., Palestine project)
- Writing to MPs, petitions, advocacy



SAFETY (Physical, Online, Community)

EYFS

- Simple rules about safety
- Safe adults

Year 1

- Road basics & Beep Beep Day
- Basic online safety

Year 2

- Safer Internet Day activities
- Fire service & police visits

Year 3

- Water safety
- Knowing risks in the community
- PC Ben work (trusting the police)

Year 4

- Rail safety
- Managing online interactions
- Healthy screen habits

Year 5

- Road safety projects
- Cycling proficiency
- Recognising online manipulation

Year 6

- Advanced online safety & AI awareness
- Independence & transition safety
- Personal safety in public spaces

5 ECONOMIC WELLBEING (Finance, Enterprise, Careers)

EYFS

- Understanding money in play
- Simple exchanging

Year 1

- What money is used for
- Wants vs needs

Year 2

- Saving small amounts
- Practical budgeting games

Year 3

- Making choices with money
- Simple enterprise tasks

Year 4

- Young Enterprise: designing simple products
- Profit/loss basics

Year 5

- HSBC workshops on budgeting, saving, fraud awareness
- Enterprise fairs & stalls

Year 6

- Complex budgeting
- Running sustained enterprises (e.g., Author's Chair project)
- Ethical consumer choices



CULTURAL CAPITAL & CHARACTER EDUCATION

EYFS

- Celebrations, kindness, self-identity

Year 1

- Exploring similarities and differences

Year 2

- Community awareness

Year 3

- Social responsibility

Year 4

- Challenging stereotypes

Year 5

- Media literacy & critical thinking

Year 6

- Courageous advocacy
- Debating & public speaking

How Floor Books Show Progression

Inspectors look for **visible development over time**.

Your floor books demonstrate:

✓ **Increasing depth of pupil discussion**

From EYFS drawings & simple sentences → Year 6 formal arguments, debates & letters to MPs.

✓ **Clear sequencing**

Each year revisits themes (relationships, safety, health, rights) with progressively more complex:

- vocabulary
- examples
- moral reasoning
- connections to real-world issues

✓ Pupil reflection

Floor books show sticky learning through:

- mind maps
- feedback from visitors
- photos of enterprise and advocacy projects
- reflections on rights, identity, equality and justice

✓ Evidence of statutory RSHE

Topics clearly labelled so inspectors can see compliance at a glance.

✓ Strong safeguarding culture

Visitors, first aid, police, fire brigade, rail safety, water safety and online safety all appear frequently — **gold dust for inspection**.

Should We Add a Standalone “Progression Page” to the Website?

YES — absolutely.

Ofsted explicitly looks for:

- Coherent sequencing
- Subject progression
- Increasing complexity
- Consistency between year groups
- Evidence that PSHE is not “random” or “occasional”

The progression map I’ve created above *is exactly what they expect to see*.

I can now also prepare:

- ✓ A downloadable PDF version
- ✓ A **visual progression infographic**
- ✓ Subject Leader “Intent – Implementation – Impact” page
- ✓ A PSHE Curriculum Map (year-by-year overview)

Just tell me what you’d like!

Provide your feedback on BizChat

Create a visual progression map