St Jude's Catholic Primary School

PSHE Whole School Progression Map								
Subject Leader			**Date**			**Review Date**		
Miss K Hulme			Autumn 2026			Autumn 2027		
Topic	Pre School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Mental Health and Emotional Wellbeing	Name familiar feelings using words, pictures or play; tell a trusted adult when a feeling feels too big.	Describe how a feeling may change; try a taught calming strategy and ask an adult for support.	Identify adults they trust; explain and practise a simple way to feel calm; notice when another child may need kindness.	Explain how situations can affect feelings and behaviour; choose a simple strategy and tell someone about a worry.	Choose a suitable strategy for a worry; describe feelings with increasing precision and recognise when they need help.	Explain links between thoughts, feelings and behaviour; reflect on strengths, practise resilience strategies and offer appropriate support.	Compare ways to support wellbeing, including healthy technology habits; recognise unhelpful comparison and signs that someone may need support.	Plan and review personal wellbeing strategies for stress and transition; seek help confidently and support a peer without taking responsibility for solving their problem.
Autumn 2 Relationships Respect and Anti Bullying	Take turns and share with support; use kind words and ask an adult for help with a friendship difficulty.	Join cooperative play; listen to a friend, suggest a fair solution and notice how someone else might feel.	Show kindness in words and actions; notice exclusion and ask a trusted adult for help with friendship problems.	Use listening and turn taking to resolve a disagreement; distinguish a falling out from bullying and report a concern.	Express a different opinion respectfully; include others, resolve a disagreement and treat people kindly online as well as in person.	Use a taught conflict resolution strategy in person or online; identify repeated hurtful behaviour and seek support for themselves or others.	Set and communicate personal boundaries; respond to peer pressure and challenge unkind or discriminatory behaviour safely.	Maintain respectful communication as friendships change; address conflict constructively, recognise unhealthy behaviour and support others

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								while keeping boundaries.
Spring 1 Health and Wellbeing	Practise washing hands, tooth brushing and other daily care with support; make a simple healthy choice.	Manage personal hygiene with growing independence; explain how food, sleep, movement and tooth brushing help the body.	Identify and practise healthy daily habits; give a simple reason for a choice about food, activity, rest or hygiene.	Explain how germs spread and demonstrate ways to reduce their spread; follow a healthy daily routine.	Compare choices about food, sleep, activity and oral care; suggest a balanced daily routine and explain why it helps.	Reflect on personal routines, including time online and offline; choose a realistic improvement to support physical and mental wellbeing.	Question a health claim in advertising or online content; compare sources and justify a healthy choice.	Set and review a realistic health goal; assess influences and seek reliable advice before making a health decision.
Spring 2 Living in the Wider World	Recognise familiar helpers; care for shared resources and the classroom or outdoor area.	Describe people and groups they belong to; help others, care for resources and show respect for differences.	Take part in a class decision or shared task; explain one way they can help their school community.	Take responsibility for a helpful action; listen to others and explain how a small action benefits the community.	Explain a right and a matching responsibility; listen to different views and begin to question whether information is trustworthy.	Take part in a school or local community action; use respectful digital citizenship and explain how online actions affect real people.	Compare accounts or claims, including media and advertising; give reasons for a view while respecting other perspectives.	Evaluate claims, including AI generated or misleading content; contribute to a democratic decision and plan an informed action for the common good.
Summer 1 Keeping	Follow simple safety instructions and	Explain a familiar safety rule; make a	Spot a familiar unsafe situation at home, school	Compare safe options in a simple scenario;	Identify hazards on roads and online; choose a	Assess a risk in everyday and online scenarios;	Recognise pressure from peers or online	Make reasoned safety decisions with growing

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Safe and Managing Risk	tell a trusted adult when something feels unsafe.	safe choice and confidently ask for help when unsure, including about something online.	or outdoors; say what they would do and who could help.	explain a likely consequence and practise asking for help.	safer action, know when to get adult help and practise age-appropriate first aid steps.	choose a way to reduce it, report a concern and respond calmly by seeking adult help in an emergency.	contacts; use a refusal or exit strategy, check risks and seek support.	independence; follow taught emergency and first aid procedures and help others without putting themselves at risk.
Summer 2 Money Aspirations and Preparing for the Future	Use shop or job role play; make a simple choice and share resources fairly.	Sort needs and wants in play; choose whether to spend or save a token and talk about different jobs.	Distinguish needs from wants; make a simple spending or saving choice and describe how a job helps others.	Explain a reason to save; compare two spending choices and identify skills used in different jobs.	Use a small example budget; compare prices or choices and notice when an advert tries to persuade.	Plan a simple budget involving spending, saving and giving; justify a choice and recognise that payments can be digital.	Compare value and reliability before a purchase; identify advertising or influencer techniques and link interests and strengths to possible careers.	Set a financial or aspiration goal; weigh choices, recognise common financial risks and explain that there are varied routes into work.