

## Whole-School PSHE Progression Map- EYFS - Post-16 across Pathways

M - MEADOWS S - SEAS L - LAKES

Area	EYFS	Primary	Secondary	Post-16
Self-Awareness	<b>Likes/dislikes, special people.</b> <b>M: sensory responses</b> <b>S: turn-taking</b> <b>L: simple strengths</b>	<b>Strengths, friendships, differences.</b> <b>M: shared attention</b> <b>S: group work</b> <b>L: similarity/difference</b>	<b>Identity, peer influence, prejudice.</b> <b>M: noticing interactions</b> <b>S: peer pressure</b> <b>L: discrimination</b>	<b>Confidence, self-advocacy.</b> <b>M: supported choices</b> <b>S: expressing boundaries</b> <b>L: independent advocacy</b>
Self-Care, Safety	<b>Basic care, safe adults.</b> <b>M: co-regulation</b> <b>S: safety rules</b> <b>L: trusted adults</b>	<b>Safety, germs, online basics.</b> <b>M: adult support</b> <b>S: privacy prompts</b> <b>L: online routines</b>	<b>Risk, consent, first aid, social media.</b> <b>M: rejecting unwanted input</b> <b>S: spotting risk</b> <b>L: reporting routes</b>	<b>Independent safety &amp; consent.</b> <b>M: visual support</b> <b>S: rule-based safety</b> <b>L: real-life application</b>
Managing Feelings	<b>Naming feelings.</b> <b>M: sensory cues</b> <b>S: supported naming</b> <b>L: emotion visuals</b>	<b>Comfortable/uncomfortable, calming.</b> <b>M: comfort routines</b> <b>S: regulation tools</b> <b>L: calming strategies</b>	<b>Triggers, responses, impact.</b> <b>M: distress cues</b> <b>S: regulation strategies</b> <b>L: empathy</b>	<b>Independent regulation.</b> <b>M: co-regulation</b> <b>S: strategy choice</b> <b>L: self-regulation</b>
Changing & Growing	<b>Body parts, gentle touch.</b> <b>M: body awareness</b> <b>S: "stop" signals</b> <b>L: body vocabulary</b>	<b>Puberty basics, privacy.</b> <b>M: hygiene support</b> <b>S: personal space</b> <b>L: early puberty</b>	<b>Puberty, relationships, consent.</b> <b>M: safe/unsafe touch</b> <b>S: consent rules</b> <b>L: boundaries</b>	<b>Adult relationships &amp; safety.</b> <b>M: supported understanding</b> <b>S: applying consent</b> <b>L: safe choices</b>
Healthy Lifestyles	<b>Hygiene, food play, rest.</b> <b>M: sensory routines</b> <b>S: supported choices</b> <b>L: healthy basics</b>	<b>Diet, sleep, medicines.</b> <b>M: routines</b> <b>S: hygiene steps</b> <b>L: illness prevention</b>	<b>Wellbeing, exercise, substances.</b> <b>M: supported movement</b> <b>S: identifying harm</b> <b>L: balance choices</b>	<b>Health independence.</b> <b>M: supported care</b> <b>S: healthy choices</b> <b>L: managing health</b>
The World I Live In	<b>Helpers, money, differences.</b> <b>M: community exposure</b> <b>S: belonging</b> <b>L: simple roles</b>	<b>Rules, environment, money.</b> <b>M: class routines</b> <b>S: roles &amp; rules</b> <b>L: responsibilities</b>	<b>Rights, budgeting, adulthood prep.</b> <b>M: community access</b> <b>S: understanding choices and outcomes</b> <b>L: money literacy</b>	<b>Work &amp; community life.</b> <b>M: supported work routines</b> <b>S: supported budgeting</b> <b>L: independent living skills</b>