

PSHE

Progression of Knowledge and Skills



Theme	Topics	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Health and Wellbeing	Healthy Lifestyles	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Development Matters (DM) PSED</p> <p>Manage their own needs.- Personal hygiene Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity- healthy eating- tooth brushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian</p> <p>Children In Reception PSED</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Early Learning Goals PSED</p>	<p>Good hygiene including hand hygiene. What helps keep bodies healthy; hygiene routines.</p> <p>Healthy choices; different feelings; managing feelings.</p> <p>Recognise the importance of regular physical exercise and social activities that are built into our daily/weekly lives and their impact on our emotions and physical health.</p> <p>Know that a balanced diet includes fresh fruits and vegetables.</p> <p>To make choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p>	<p>Good hygiene including hand hygiene. Know what constitutes a healthy diet. Know how and when to seek support if they are worried about their health.</p> <p>What positively and negatively affects their physical, mental and emotional health how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>Understand the importance of sleep and how a lack of sleep can affect the mood, weight and ability to learn.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p>	<p>Good hygiene including hand hygiene. What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make food choices.</p> <p>Images in the media and reality; how this can affect how people feel. Recognise the risks associated with an inactive lifestyle.</p> <p>Understand various data associated with a healthy diet (e.g. calories and other nutritional content) What is meant by the term 'habit' and why habits can be hard to change. Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p>

Growing and Changing

Plant seeds and care for growing plants.
 Understand the key features of the life cycle of a plant and an animal.
 Understand the key features of the life cycle of a plant and an animal.
Development Matters (DM) UTW

Understand the effect of changing seasons on the natural world around them.
Children In Reception PSED

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
Early Learning Goals PSED

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Early Learning Goals PSED

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
ELG UW

Recognising what we are good at; setting goals.
 Change and loss and how it feels.
 Growing; changing and being independent.
 Correct names for body parts (including external genitalia).
 About growing and changing and new opportunities and responsibilities that increasing independence may bring.
 About the process of growing from young to old and how people’s needs change.

Recognising what we are good at; setting goals.
 Describing feelings; conflicting feelings and how to manage feelings.
 Changes that happen in life and feelings associated with change.
 About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.

Recognising what we are good at; setting goals; aspirations.
 Changes at puberty.
 Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief
 Human reproduction; roles and responsibilities of parents.
 Understanding menstrual wellbeing, including key facts about the menstrual cycle.
 Understand common changes to the human body in adolescence, including physical and emotional changes.

Keeping Safe

Being a safe pedestrian
Children In Reception PSED

Keeping safe around household products;
 That household products, including medicines, can be harmful if not used properly how to ask for help if worried about something.

Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts.

About people who look after them, their family networks, who to go to if they are worried and how to attract their attention
 About the ways that pupils can help the people who look after them to more easily protect them

To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets

Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety

Know who I can talk to if I find something online that makes me feel angry or sad.
 How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading

Understand the significance of different elements of personal hygiene, e.g. brushing teeth, washing hands etc

About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid

To judge what kind of physical contact is acceptable, comfortable, unacceptable and

School rules on health and safety; basic emergency aid; people who help them stay healthy and safe.

How to keep safe in the local area and online; people who help them stay safe and healthy.

Know how to show respect online.

Understand the importance of keeping data private online.

Know how to share concerns about something online.

To recognise risks in different situations and decide how to manage them.

responsibly (including sensible road use and risks in their local environment).

Know how to stay safe in an emergency.

To recognise how their increasing independence brings increased responsibility to keep themselves safe.

That bacteria and viruses can affect health and that following simple routines can reduce their spread.

Understand how to reduce the risk of sun damage.

Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety.

Independence; increased responsibility; influences on behaviour; resisting pressure; who is responsible for their health and safety; where to get help and advice.

How pressure to behave in unacceptable, unhealthy or risky ways could come from a variety of sources, including people they know or online.

To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.

Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).

About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.

To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).

Become a discerning consumer online (including search engines).

Understand why social media, some computer games and online gaming has age restrictions.

Recognise the social impact of my digital footprint.

The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

			<p>uncomfortable and how to respond (including who to tell and how to tell them) That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>		<p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses etc. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. Know the facts about legal and illegal harmful substances and associated risks (e.g. smoking, alcohol use and drug-taking). Know how to stay safe in an emergency. Concepts of basic First Aid. School rules about health and safety and where and how to get help. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as FGM constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p>
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<p>Relationships</p>	<p>Feelings and Emotions</p>	<p>Show more confidence in new social situations. Development Matters PSED</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Development Matters PSED</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc DM, 3-4 year olds, EAD</p> <p>Understand gradually how others might be feeling. Development Matters PSED</p> <p>Express their feelings and consider the feelings of others. Children In Reception PSED</p> <p>Identify and moderate their own feelings socially and emotionally. Children In Reception PSED</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ELG PSED</p>	<p>Describe their own emotions using words such as happiness, sadness, anger, fear, surprise, nervousness.</p> <p>To think about themselves, to learn from their experiences, to recognise how to make choices about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</p>	<p>Increase the range of vocab to describe emotions from KS1 and apply to others.</p> <p>Discuss the potential scale of different emotions and what that looks and feels like physically.</p> <p>Know who I can talk to when I'm struggling with friends, school or family.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p>	<p>Judge whether what they are feeling and how they are acting is appropriate and proportionate.</p> <p>Know who I can talk to when I'm feeling lonely.</p> <p>Understand that people can suffer mental ill health as well as physical ill health and know some of the ways we can seek help.</p>
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Healthy Relationships

<p>Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>Development Matters (DM) PSED</p> <p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others. Build constructive and respectful relationships</p> <p>Children in Reception PSED</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>CIR UW</p> <p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p> <p>ELG PSED</p>	<p>Identify hobbies and how we can healthily spend time with other people To recognise that their behaviour can affect other people. To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To offer constructive support and feedback to others. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. That they belong to different groups and communities such as family and school. To recognise what is fair and unfair, kind and unkind, what is right and wrong. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p>To recognise what constitutes a positive, healthy friendships and develop the skills to form and maintain positive and healthy friendships.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support.</p> <p>That their actions can affect themselves and others.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p>	<p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give constructive feedback and support to benefit others as well as themselves.</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and on social media). To recognise and manage 'dares'. That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.</p> <p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p>
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Valuing Difference

Living in the Wider World

Rights and responsibilities

Develop their sense of responsibility and membership of a community.
Increasingly follow rules, understanding why they are important.
Remember rules without needing an adult to remind them.

DM PSED

Explain the reasons for rules, know right from wrong and try to behave accordingly.

ELG PSED

How they can contribute to the life of the classroom and school.

To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.

That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).

Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community.

Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the UN Declaration of the Rights of the Child.

That these universal rights are there to protect everyone.

That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.

Discuss and debate their rights and responsibilities.
Being part of the community and who works in the community.

Identify and appreciate difference and diversity in the UK and around the world.

To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.

To know that there are some cultural practices which are against British law and universal human rights.

To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.

Environment

Use all their senses in hands-on exploration of natural materials.
Explore collections of materials with similar and/or different properties.
Talk about what they see, using a wide vocabulary.
Plant seeds and care for growing plants.
Understand the key features of the life cycle of a plant and an animal.
Begin to understand the need to respect and care for the natural environment and all living things.

Explore and talk about different forces they can feel.
Talk about the differences between materials and changes they notice.

DM UW

Explore the natural world around them.
Describe what they see, hear and feel whilst outside.
Recognise some environments that are different to the one in which they live.
Understand the effect of changing seasons on the natural world around them.

CIR UW

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

ELG PSED

What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)

To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the **environment**;

To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (Chocolate – Fairtrade).

To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (South America – Amazon Rainforest).

To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the **environment**; to continue to develop the skills to exercise these responsibilities.

To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.

What are our community and environmental responsibilities?
Is there more we could/should do?

Economic Wellbeing

Show interest in different occupations.
DM UW

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
DM PSED

See themselves as a valuable individual. Show resilience and perseverance in the face of challenge.
CIR PSED

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
ELG PSED

That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.

About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.

What is meant by enterprise and begin to develop enterprise skills.

About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.

To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society via VAT).

That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.