



**PSHE – Progression of Key Skills and Knowledge**

Cohort	Autumn	Spring	Summer
<p><b><u>EYFS</u></b></p>	<p>Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</p> <p>Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>		
<p><b><u>Year 1</u></b></p>	<p>Understand what healthy means</p> <p>Name different kinds of feelings</p> <p>Understand different feelings</p>	<p>To recognise how other people are feeling</p> <p>To identify different types of behaviour</p>	<p>To identify group and class rules</p> <p>To understand the needs of ourselves and others</p> <p>To identify groups and communities that they belong to</p>

	<p>Identify times of change or loss</p> <p>Understand how to keep ourselves clean</p> <p>Understand what growing and changing involves</p> <p>Name some of the correct names for the main parts of the body of boys and girls</p> <p>Explain that some substances are harmful to our bodies</p> <p>about rules for keeping safe (in familiar and unfamiliar situations)</p> <p>how to ask for help if they are worried about something</p> <p>about privacy in different contexts</p>	<p>To understand what a secret is and different types of secrets</p> <p>to explain their views and opinion</p> <p>To listen to others and play cooperatively</p> <p>To understand the importance for respect for people</p> <p>To identify special people in their lives</p> <p>To identify appropriate and inappropriate touch</p> <p>To understand that bodies and feelings can be hurt</p> <p>To understand that hurtful teasing is wrong</p> <p>To understand what to do if teasing is happening</p>	<p>To understand how to look after the local environment</p> <p>To understand what money is used for</p> <p>To identify how to keep money safe</p> <p>To understand that everybody is unique</p> <p>To identify the people who work in their community and how they can help</p>
<p><u>Year 2</u></p>	<p>Understand some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</p> <p>Explain how to make a healthy choice</p> <p>recognise what they are good at and set simple goals</p>	<p>To recognise and explain how other people are feeling</p> <p>To understand the importance of sharing their own feelings with others</p>	<p>To explain group and class rules and why they are important</p> <p>To understand respecting the needs of ourselves and others</p>

	<p>explain the difference between similar feelings</p> <p>develop simple strategies to manage feelings</p> <p>understand how it feels when there is change or loss</p> <p>understand basic personal hygiene routines and why these are important</p> <p>Explain what growing, changing and becoming more independent is</p> <p>Explain differences between boys and girls</p> <p>Understand that household products, including medicines, can be harmful if not used correctly</p> <p>Explain rules for keeping safe (in familiar and unfamiliar situations)</p> <p>Understand how to ask for help if they are worried about something</p> <p>Understand basic privacy in different contexts</p>	<p>To explain different types of behaviour and how this can make others feel</p> <p>To understand the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid</p> <p>to share their views and opinions with others</p> <p>to understand the importance of respect for differences and similarities between people</p> <p>to identify special people in their lives and explain their importance</p> <p>To understand appropriate and inappropriate touch</p> <p>To understand that bodies, and feelings of others can be hurt</p> <p>To understand that hurtful teasing and bullying is wrong</p> <p>what to do if teasing and bullying is happening</p>	<p>To explain how to look after the local environment</p> <p>To understand where money comes from and what it is used for</p> <p>To explain the ways we are the same as other people</p> <p>To explain how to get people in the communities help, including in an emergency</p>
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<p><b><u>Year 3</u></b></p>	<p><b>Understand what a 'balanced lifestyle' is</b></p> <p><b>Understand how choices in relation to health affect you</b></p> <p><b>Explain what makes up a balanced diet</b></p> <p><b>Identify why making their own food choices are important</b></p> <p><b>understand that images in the media do not necessarily reflect reality</b></p> <p><b>to recognise their achievements and set personal targets for the future</b></p> <p><b>understand a wider range of feelings, both good and not so good</b></p> <p><b>understand that people can experience conflicting feelings at the same time</b></p> <p><b>identify ways of describing their feelings to others</b></p> <p><b>understand the kinds of change that happen in life</b></p>	<p><b>To recognise a wider range of feelings in others</b></p> <p><b>To understand what makes a positive, healthy relationship, including friendships</b></p> <p><b>To identify how actions can affect ourselves and others</b></p> <p><b>To identify the difference between acceptable and unacceptable physical contact</b></p> <p><b>To understand about the concept of keeping something confidential or secret</b></p> <p><b>To identify how to listen and respond respectfully to a wide range of people</b></p> <p><b>To work collaboratively toward shared goals</b></p> <p><b>To understand There will always be differences and similarities between people.</b></p> <p><b>to recognise bullying</b></p>	<p><b>to discuss issues concerning health and wellbeing</b></p> <p><b>To understand the ways in which rules and laws keep people safe</b></p> <p><b>To understand everyone has human rights (and that children have their own set of human rights)</b></p> <p><b>To explain what anti-social behaviour is and how it can affect people</b></p> <p><b>To understand how to get help or support</b></p> <p><b>To understand what being part of a community is</b></p> <p><b>To appreciate difference and diversity (people living in the UK)</b></p> <p><b>To understand the role of money</b></p> <p><b>To identify ways of managing money (budgeting and saving)</b></p> <p><b>To discuss the sustainability of the environment across the world</b></p>
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	<p>understand how to manage risk in familiar situations and keeping safe</p> <p>understand what simple hygiene routines are and how they can prevent the spread of bacteria and viruses</p> <p>identify what negative pressure is and how to manage this</p> <p>understand the importance of school rules for health and safety</p> <p>explain what an emergency is</p> <p>explain what is meant by a habit</p> <p>name drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</p> <p>explain different stages of people's lives</p> <p>identify how to keep safe in the local environment</p> <p>understand how to keep safe online</p> <p>identify people who help them stay healthy and safe</p>	<p>To understand the importance of keeping personal boundaries and the right to privacy</p>	<p>What it means to be 'enterprising'</p>
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<p><b><u>Year 4</u></b></p>	<p>explain what makes a 'balanced lifestyle'</p> <p>organise and order a balanced diet and explain why it is balanced</p> <p>explain opportunities they have to make their own choices about food</p> <p>identify what influences their choices about food</p> <p>explain how images in the media do not necessarily reflect reality</p> <p>explain a wider range of feelings, both good and not so good</p> <p>explain what conflicting feelings are</p> <p>develop strategies for coping with conflicting feelings</p> <p>about the kinds of change that happen in life and the feelings associated with this</p> <p>understand how to differentiate between similar feelings</p> <p>Understand and explain the feelings associated with change in life.</p>	<p>To respond to how others are feeling</p> <p>To understand how to maintain good friendships</p> <p>To understand how to respond to unacceptable physical contact</p> <p>To understand when they should or should not agree to keeping a secret</p> <p>To understand the importance sharing their points of view</p> <p>To solve disputes and conflict amongst themselves and their peers</p> <p>To understand differences and similarities between people, but understand everyone is equal</p> <p>To understand how to respond and ask for help</p> <p>to recognise and manage dares</p> <p>To understand what is meant by 'stereotypes'</p>	<p>to discuss and debate issues concerning health and wellbeing</p> <p>to take part in making and changing rules</p> <p>To understand the UN declaration on the Rights of the Child</p> <p>To explain their responsibilities, rights and duties (home, school and the environment)</p> <p>To resolve differences – agreeing and disagreeing</p> <p>To understand the values and customs of some people around the world</p> <p>To understand what is meant by 'interest' and 'loan'</p> <p>that information presented in the media can be misleading</p>
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	<p><b>Explain how bacteria and viruses can be picked up in different places and to cope with this threat.</b></p> <p><b>Developing strategies to to develop resilience with regards to negative pressure</b></p> <p><b>Explain the importance of rules in the community for health and safety.</b></p> <p><b>explain how to get help in an in different types of emergency</b></p> <p><b>explain how habits can be hard to change</b></p> <p><b>explain the dangers of drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</b></p> <p><b>about keeping safe in the local environment</b></p> <p><b>explain the main dangers online and how to prevent dangerous situations occurring</b></p> <p><b>explain how they can influence others to be safe and healthy</b></p>		
<p><b><u>Year 5</u></b></p>	<p><b>Explain how positivity and negativity affects health and wellbeing</b></p>	<p><b>To respond appropriately to a wider range of feelings in others</b></p>	<p><b>To research, discuss and debate issues concerning health and wellbeing</b></p>

	<p>Understand how lifestyle can be effected by numerous factors.</p> <p>explain the benefits of a balanced diet</p> <p>examine the wide range of influences on food and diet</p> <p>understand and explain ways images in the media can distort reality</p> <p>understanding different ways of achieving and celebrating personal goals</p> <p>understand how to further describe the range and intensity of their feelings to others</p> <p>devise ways to deal with change and transition - how this relates to bereavement and the process of grieving</p> <p>analyse the benefits and pressure of independence and increased responsibility</p> <p>develop strategies for managing risk</p> <p>understanding how the spread of infection can be prevented</p>	<p>To compare different types of relationships (friends, families, couples, marriage, civil partnership)</p> <p>To understand what constitutes a positive, healthy relationship</p> <p>To understand the skills to maintain positive relationships</p> <p>to recognise when a relationship is unhealthy</p> <p>To identify committed loving relationships (including marriage and civil partnership)</p> <p>To understand that marriage, arranged marriage and civil partnership is between two people who willingly agree</p> <p>To understand the consequences of their actions on themselves and others</p> <p>To judge whether physical contact is acceptable or unacceptable</p> <p>about the skills needed in an emergency:</p>	<p>To understand why and how laws are rules and laws are made</p> <p>To identify the importance of human rights (and the Rights of the Child)</p> <p>To explain how anti-social behaviours can affect wellbeing</p> <p>to identify different kinds of responsibilities (home, school, community and the environment)</p> <p>to discuss resolving differences, respecting different points of view and making their own decisions</p> <p>To understand about what it means to be a part of a community</p> <p>To appreciate the range of national, regional, religious and ethnic identities of people living in the UK</p>
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	<p>understand different influences on behaviour, including peer pressure and media influence</p> <p>develop skills needed in an emergency: what to do in an emergency basic emergency aid</p> <p>about habits (in relation to drug, alcohol and tobacco education)</p> <p>understand some of the changes that happen at puberty</p> <p>explain and analyse the roles and responsibilities of parents and carers</p> <p>understand the right they have to protect their body</p> <p>developing strategies for managing personal safety – online</p> <p>identify who is responsible for their health and wellbeing</p> <p>identify where to get help advice and support</p>	<p>To understand what to do in an emergency</p> <p>to give helpful feedback and support to others</p> <p>To explain a wide range of factors that make people the same or different</p> <p>about discrimination, teasing, bullying and aggressive behaviour and its effect on others</p> <p>To recognise the importance of keeping personal boundaries and the right to privacy</p>	<p>To understand how finance plays an important part in people's lives</p> <p>Understand what is meant by 'debt'</p> <p>To understand people pay 'tax' to contribute to society</p> <p>To understand what it takes to set up an enterprise</p> <p>to be critical of what they see and read in the media</p>
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<p><u>Year 6</u></p>	<p>Explain how your emotional and mental health can be affected by positivity and negativity.</p> <p>how to make informed choices that contribute to a 'balanced lifestyle'</p> <p>develop skills to help make their own choices about food</p> <p>identify ways in which media's distortion of reality can affect how people feel about themselves</p> <p>understand how having high aspirations can support personal achievements</p> <p>develop strategies to manage complex or conflicting emotions</p> <p>explore ways in which their independence can endanger their own safety</p> <p>explain ways in personal and others safety is a responsibility of growing independence</p>	<p>To understand when to work collaboratively and independently toward shared goals</p> <p>To explain negotiation and compromise strategies to resolve disputes and conflict</p> <p>to give helpful feedback and support to others</p> <p>To explain the factors that make people the same or different</p> <p>to recognise and challenge 'stereotypes'</p> <p>about the correct use of the terms sex, gender identity and sexual orientation</p> <p>To explain discrimination, teasing, bullying and aggressive behaviour and its effect on others</p> <p>To explain confidentiality and times when it appropriate and necessary to break a confidence</p> <p>to respond appropriately to physical contact</p>	<p>To understand how to take part in making and changing rules in society</p> <p>To explain the UN declaration on the Rights of the Child</p> <p>To understand how to handle, challenge or respond to anti-social or aggressive behaviours</p> <p>To identify and explain different groups / individuals that support the local community</p> <p>To understand the role of voluntary, community and pressure groups</p> <p>To respect the lives, values and customs of people living in other places</p> <p>To understand how to be a critical consumer</p> <p>To understand about the importance of looking after money, including managing loans and debts</p>
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	<p>analyse why people with good personal hygiene may still pick up infections, viruses disease etc...</p> <p>explain how to resist unhelpful pressure and ask for help</p> <p>analyse some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)</p> <p>Understand human reproduction in the context of the human lifecycle</p> <p>Understand a baby is made and how it grows</p> <p>understanding possible dangers to consider before sharing pictures of themselves and others online</p> <p>Developing strategies for managing personal safety - local environment</p> <p>Analyse the effect mental wellbeing has on all aspects of life</p> <p>Explain how to keep safe and well when using a mobile phone</p>	<p>to respectfully listen to others but raise concerns and challenge points of view when necessary</p> <p>To understand negotiation and compromise strategies to resolve disputes and conflict</p> <p>To explain basic emergency aid</p> <p>to recognise and challenge 'stereotypes'</p>	<p>To explain how resources are allocated and the effect this has on individuals, communities and the environment</p> <p>to explain about what enterprise means for work and society</p> <p>to think critically before they send information to others</p>
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