

Progression of knowledge in PSHE

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<ul style="list-style-type: none"><li>• To recognise that their behaviour can affect other people.</li><li>• Know about the process of growing from young to old and how people's needs change.</li><li>• To identify their special people.</li><li>• That they belong to different groups and communities such as family and school.</li><li>• Naming basic body parts.</li><li>• Develop the skills they need to manage the school day successfully</li><li>• Know and talk about the different factors that support their overall health and well-being -- toothbrushing</li></ul>	<ul style="list-style-type: none"><li>• That people's bodies and feelings can be hurt.</li><li>• To identify their special people, what makes them special and how special people should care for one another.</li><li>• To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</li><li>• To recognise ways in which we are the same as all other people; what with have in common with everyone else. To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</li></ul>	<ul style="list-style-type: none"><li>• Change and loss- moving home, losing toys, pets or friends.</li><li>• Recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</li><li>• That people and other living things have rights and that everyone has responsibilities to protect those rights. To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</li></ul>	<ul style="list-style-type: none"><li>• Know school rules about health and safety, basic emergency aid procedures, where and how to get help.</li><li>• To recognise and respond appropriately to a wider range of feelings in others.</li><li>• To recognise and respond respectfully to a wide range of people, to feel confident to raise their own concerns.</li><li>• 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.</li><li>• To learn about legalised drugs and the effects they have upon the brain.</li></ul>	<ul style="list-style-type: none"><li>• To recognise what constitutes a positive, healthy relationship and develop the skills to maintain positive and healthy relationships.</li><li>• To recognise and care about people's feelings and try to see, respect and if necessary constrictively challenge others' points of view.</li><li>• To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</li><li>• To consider the lives of people living in other places and people with different values and customs.</li></ul>	<ul style="list-style-type: none"><li>• To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</li><li>• To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</li></ul>	<ul style="list-style-type: none"><li>* To understand that laws are important to society</li><li>* To understand how democracy and governments work</li><li>* To recognise change, including loss, separations, divorce, and bereavement.</li><li>*To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between wo 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.</li><li>* To know 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.</li><li>*Know that forcing someone to marry is a crime; that support is available to protect and prevent people from being forced into marriage.</li><li>* To know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.</li></ul>

Autumn 2	<ul style="list-style-type: none"> <li>To recognise and value differences</li> <li>List qualities of self and others.</li> <li>To compare beliefs and ways of life</li> <li>Know and talk about the different factors that support their overall health and well-being – being a safe pedestrian</li> </ul>	<ul style="list-style-type: none"> <li>To recognise different types of teasing and bullying, to understand these are wrong and unacceptable.</li> <li>To learn qualities of friendship To know about loss and how to deal with disappointment</li> </ul>	<ul style="list-style-type: none"> <li>Change and loss- moving home, losing toys, pets or friends.</li> <li>Recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</li> <li>That people and other living things have rights and that everyone has responsibilities to protect those rights.</li> <li>To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</li> </ul>	<ul style="list-style-type: none"> <li>To work collaboratively towards shared goals.</li> <li>Know that their actions affect themselves and others.</li> <li>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond including who to tell and how to tell them.</li> <li>The difference between secrets and nice surprises and the importance of not keeping a secret that makes them feel uncomfortable.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise what constitutes a positive, healthy relationship and develop the skills to maintain positive and healthy relationships.</li> <li>To recognise and care about people's feelings and try to see, respect and if necessary constrictively challenge others' points of view.</li> <li>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</li> <li>To consider the lives of people living in other places and people with different values and customs.</li> </ul>	<ul style="list-style-type: none"> <li>To see how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</li> <li>To recognise and manage 'dares'.</li> <li>To recognise and challenge stereotypes.</li> <li>To learn about the difference between and the terms associated with sex, gender identity and sexual orientation.</li> <li>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 for themselves or for others at risk.</li> </ul>	<ul style="list-style-type: none"> <li>* To understand that laws are important to society</li> <li>* To understand how democracy and governments work</li> <li>* To recognise change, including loss, separations, divorce, and bereavement.</li> <li>*To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between wo 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.</li> <li>* To know 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.</li> <li>*Know that forcing someone to marry is a crime; that support is available to protect and prevent people from being forced into marriage.</li> <li>* To know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>What are medicines for? What are the safety rules?</li> <li>How can I get emergency help?</li> <li>Know rules for was of keeping physically and emotionally safe including responsible ICT use and online safety</li> <li>What constitutes and how to maintain a healthy lifestyle? Physical activity, rest, healthy eating, dental health.</li> <li>The importance of and how to maintain personal hygiene.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Know rules for was of keeping physically and emotionally safe including responsible ICT use and online safety</li> </ul>	<ul style="list-style-type: none"> <li>Know how some diseases are spread and can be controlled; the responsibilities they have for their own health, simple ways to prevent diseases spreading.</li> </ul>	<ul style="list-style-type: none"> <li>Know rules for was of keeping physically and emotionally safe including responsible ICT use and online safety and safety in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>To differentiate between the terms risk, danger and hazard.</li> <li>Know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> <li>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>To learn how to be responsible for own personal hygiene.</li> </ul> <p>Know names of body parts including the sexual parts.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>How to manage requests of images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if you feel uncomfortable or concerned about a request. The responsible use of mobile phones: safe keeping and looking after it and safe user habits (time limits, use of passcode, turning it off at night etc)</li> </ul>	<ul style="list-style-type: none"> <li>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 United Nations Declaration of the Rights of the Child.</li> <li>To know which substances are restricted and which are illegal to own, use and give to others.</li> <li>The responsible use of mobile phones: safe keeping and looking after it and safe user habits (time limits, use of passcode, turning it off at night etc)</li> </ul>

Spring 2	<ul style="list-style-type: none"> <li>Know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how to contact these people including dialling 999.</li> <li>To recognise that they share a responsibility for keeping themselves and others safe, when to say yes or no.</li> </ul>	<ul style="list-style-type: none"> <li>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond including who to tell and how to tell them.</li> <li>The difference between secrets and nice surprises and the importance of not keeping a secret that makes them feel uncomfortable.</li> <li>Know how to get help in an emergency situation</li> </ul>	<ul style="list-style-type: none"> <li>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings.</li> <li>Understand ways in which they are all unique; understand that there has never and will never be another 'them'.</li> <li>Recognising differences between girls and boys. Naming body parts including external genitalia. Changes as growth from baby to adult.</li> <li>To identify and respect the differences and similarities between people.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the concept of 'keeping something confidential or secret', when they should or should not agree to do this and when it is right to 'break a confidence' or 'share a secret'. What positively and negatively affects their physical, mental and emotional health.</li> <li>Know school rules about health and safety, basic emergency aid procedures, where and how to get help.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others.</li> <li>Recognise difference and respect diversity, including the importance of recognising and challenging stereotypes.</li> <li>Know about groups and communities that exist locally, and the roles some people play in the community.</li> <li>Understand some different forms the media can take and some of what it does.</li> <li>Understand some of the needs of and how to care for the local environment.</li> <li>Know about the needs of animals, including pets, and the responsibilities of humans towards them.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</li> <li>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</li> </ul>	<ul style="list-style-type: none"> <li>To know that universal rights are there to protect everyone and have primacy both over national law and family and community practices. 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.</li> <li>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</li> <li>To explore and critique how the media present information.</li> <li>To recognise how images in the media and online do not always reflect reality and can affect how people feel about themselves.</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>How they can contribute to the life of the classroom and school.</li> <li>Taking care of their worlds, animals and environment, personal responsibility.</li> <li>Learn about money and finances</li> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> </ul>	<ul style="list-style-type: none"> <li>What constitutes and how to maintain a healthy lifestyle? Physical activity, rest, healthy eating, dental health.</li> </ul>	<ul style="list-style-type: none"> <li>Know 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.</li> </ul>	<ul style="list-style-type: none"> <li>Know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> <li>Recognising differences between girls and boys. Naming body parts including external genitalia.</li> </ul>	<ul style="list-style-type: none"> <li>A balanced lifestyle? Making informed choices as to diet and how to manage your time balancing rest, work, play, reflection and family time.</li> <li>To know how to manage their own money and how to be a critical consumer</li> </ul>	<ul style="list-style-type: none"> <li>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</li> <li>Making informed choices as to diet and how to manage your time balancing rest, work, play, reflection and family time.</li> <li>To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To know what is meant by enterprise and begin to develop enterprise skills.</li> <li>To develop initial understanding of the concept of monetary contributions to society through the payment of VAT.</li> </ul>

Summer 2	<ul style="list-style-type: none"> <li>• Recognise good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</li> <li>• Learn about the importance of relationships with family and friends</li> <li>• Developing skills of compromise</li> <li>• To recognise when people are being unkind, how to respond and who to tell.</li> </ul>	<ul style="list-style-type: none"> <li>• To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</li> <li>• To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</li> <li>• That household products, including medicines, can be harmful if not used properly.</li> </ul>	<ul style="list-style-type: none"> <li>• Know about growing and changing and new opportunities and responsibilities that increasing independence may bring.</li> <li>• Knowing what is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacy.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise change, including transitions</li> <li>• What is meant by the term habit and why habits can be hard to change.</li> <li>• To know 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.</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of protecting personal information online, including passwords and addresses.</li> <li>• Have deepened their understanding of the body, how it works and what it needs.</li> <li>• Have developed their knowledge and understanding of the effects and associated risks in relation to three types of legal drugs— medicines, nicotine and alcohol.</li> <li>• Have reflected upon everyone’s uniqueness and their ability to make their own choices.</li> <li>• Have begun to recognise peer influence and have developed decision making skills in relation to their own bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how their body will, and emotions may, change as they approach and move through puberty.</li> <li>• Know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</li> </ul>	<ul style="list-style-type: none"> <li>• To set high aspirations and goals.</li> <li>• To recognise change, including transitions.</li> <li>• To recognise change, including transitions.</li> <li>• To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</li> <li>• To know how their body will, and emotions may, change as they approach and move through puberty.</li> <li>• Know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</li> <li>• To learn about human reproduction.</li> <li>• To know that actions such as female genital mutilation constitute abuse and are a crime, and develop the skills and strategies required if they have fears for themselves or their peers.</li> <li>• To know that there are some cultural practices which are against British law and universal human rights such as FGM- Consider class needs for this objective</li> <li>•</li> </ul>
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