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| **PSHE Education Skills and Knowledge Progression** | | | |
| Subject Domain | **FOUNDATION** | **YEAR 1** | **YEAR 2** |
| **Health and Wellbeing** | * 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. * 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. * 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. | * Recognise how to keep safe in familiar and unfamiliar situations * Identify who keeps them safe and how to keep themselves and others safe * Know how to ask for help if worried about something * Know that household products, including medicines, can be harmful * Identify different kinds of feelings * Learn simple strategies to manage feelings * Recognise the feelings associated with change and loss | * Know the rules for keeping safe in different places (including online) * Know how to safely ask for help, including an emergency * Identify things that keep bodies and minds healthy (activity, sleep, rest, food) * Understand how to make healthy choices * Know basic personal hygiene routines and why important * Understand growing, changing and becoming more independent * Name boys/girls main body parts correctly, including external genitalia * Appreciate the different kinds of feelings * Learn strategies used to manage these feelings * Value what they are good at and set simple goals * Know how it feels when there is a change or loss * Recognise privacy in different contexts |
| **Relationships** | * 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. | * Identify different types of behaviour and how it makes others feel * Learn to listen to others and play cooperatively * Understand that bodies and feelings can be hurt * Know what is appropriate and inappropriate touch * Understand importance of not keeping secrets (including surprises) if it makes them feel uncomfortable, anxious or afraid * Know that everyone is unique * Understand that everyone has similarities * Respect similarities and differences between people * Identify their special people (family, friends and carers) * Share opinions and explain views | * Acknowledge and value how others are feeling * Recognise that hurtful teasing and bullying is wrong * Understand that some secrets are unsafe * Determine inappropriate touch * Know what to do if above is happening (see ‘H’ skills) * Identify and respect the differences and similarities between people * Learn how to share and communicate their own feelings * Share and explain views and opinons with others |
| **Living in the Wider World** | * 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. * Children know about similarities and differences in relation to places, objects, materials and living things. | * Know group and class rules * Respect others’ needs * Realise where money comes from and what it is used for * Understand spending and saving money * Appreciate how to keep money safe | * Know group and class rules and why important * Respect own and others’ rights and needs * Appreciate ways to look after the environment * Recognise belonging to different groups and communities * Identify people who look after them, work in the community and who to turn to for help |

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| **PSHE Education Skills and Knowledge Progressio****n** | | |
| Subject Domain | **YEAR 3** | **YEAR 4** |
| **Health and Wellbeing** | * Recognise the importance of school rules for health and safety * Acknowledge that simple hygiene routines can prevent spread of bacteria/viruses * Know how to get help in an emergency * Identify how to keep safe in the local environment * Recognise people who help them to stay safe and healthy * Consider a wider range of feelings: good and not so good * Learn that conflicting feelings can be felt at the same time * Describe feelings to others * Recognise feelings associated with changes that happen in life * Know what makes a ‘balanced lifestyle’ * Learn about making choices in relation to health * Identify what makes a balanced diet and how to make their own choices about food * Understand what influences choices (food) * Acknowledge achievements and set personal targets | * Understand that the spread of infection can be prevented * Manage risk in familiar situations and local environment * Recognise people who help them to stay safe and healthy * Know how to keep safe in the local environment * Know where to get help, advice and support * Identify who is responsible for their health and wellbeing * Describe further the range and intensity of their feelings * Consider how to manage complex and conflicting emotions * Appreciate the different types of relationships * Recognise feelings of negative pressure and how to manage them |
| **Relationships** | * Recognise the difference between acceptable and unacceptable contact * Know how to respond to unacceptable physical contact * Understand the concept of keeping something confidential or secret * Recognise when to agree or not agree to keeping a secret * Recognise bullying * Learn how to respond to it and how to ask for help * Acknowledge and value a wider range of feelings in others * Learn to respond to others’ feelings * Consider how actions affect ourselves and others * Ascertain what is meant by ‘stereotypes’ * Learn how to work collaboratively to shared goals * Listen and respond respectfully to wide range of people and share views | * Develop strategies to resolve disputes and conflict * Develop skills in negotiation and compromise * Understand what makes a positive, healthy relationship (friendship) * Recognise skills to maintain positive relationships * Learn to give feedback and support to self and others * Recognise and value wider range of feelings in others * Respond appropriately to how others are feeling * Ascertain how their actions can affect self and others * Understand what is meant by ‘stereotypes’ * Recognise and manage dares * Listen and respond respectfully to wide range of people and share views |
| **Living in the Wider World** | * Recognise their responsibilities, rights and duties (home, school and environment) * Consider what it means to be ‘enterprising’ | * Appreciate difference and diversity (people living in UK) * Respect values and customs of people around world * Understand the value of agreeing and disagreeing to resolve differences |

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| **PSHE Education Skills and Knowledge Progressio****n** | | |
| Subject Domain | **YEAR 5** | **YEAR 6** |
| **Health and Wellbeing** | * Know the changes that happen during puberty (including emotions) * Understand what constitutes a ‘balanced lifestyle’ * Learn to make informed choices with regards to health * Know what it meant by ‘habit’ and how/why habits are difficult to change * Recognise drugs common in everyday life (medicines, caffeine, alcohol and tobacco) * Identify people that are responsible for staying safe and healthy * Recognise that images in the media (and online) do not always reflect reality and can affect feelings * Know how to keep safe and well when using a mobile phone * Learn strategies for managing personal safety (including online) * Identify what to consider before sharing information and pictures of themselves and others and how to manage requests * Recognise different ways of achieving and celebrating personal goals * Learn how having high aspirations can support personal achievements * Consider growth mind-set skills | * Learn about human reproduction * Know that they have a right to protect their body from inappropriate and unwanted contact * Develop skills and strategies to get support to protect their body (including FGM) * Know what positively and negatively affects health and wellbeing (including mental and emotional health) * Learn how to make informed choices that contribute to a ‘balanced lifestyle’ * Identify how commonly available substances and drugs can damage immediate and future health and safety * Know that some drugs are restricted or illegal to own, use and give to others * Identify who is responsible for their health and wellbeing * Know where to get help, advice and support * Understand independence, increased responsibility and keeping safe * Recognise strategies for managing risk * Identify the different influences on behaviour, including peer pressure and media influence * Learn to resist unhelpful pressure and ask for help * Know what to consider before sharing online information and picture of themselves and others and how to manage requests * Recognise how anti-social behaviours can affect wellbeing * Learn how to handle, challenge or respond to anti-social or aggressive behaviours * Understand how actions can affect ourselves and others |
| **Relationships** | * Know how actions can affect ourselves and others * Recognise discrimination, teasing, bullying and aggressive behaviour and its effect on others * Consider the factors that make people similar or different * Recognise and challenge ‘stereotypes’ * Understand ‘equality’ * Learn the terms used to describe factors within equality and diversity * Acknowledge and understand how their actions may have an impact on themselves and others * Appreciate the importance of personal boundaries and the right to privacy * Value the importance of working collaboratively to a shared goal * Listen respectively to others but raise concerns and challenge points of view when necessary | * Appreciate the different types of relationships * Consider what constitutes a positive, healthy relationship * Know the skills required to maintain positive relationships * Ascertain when a relationship is unhealthy * Recognise what constitutes a committed, loving relationship * Understand that marriage (including arranged and civil partnership) is between two who ‘willingly’ agree * Value the importance of speaking out against forced practices (including forced marriage, FGM) * Recognise and understand the realms of confidentiality * Know when it is appropriate and necessary to break a confidence * Listen respectively to others but raise concerns and challenge points of view when necessary |
| **Living in the Wider World** | * Appreciate what it means to be part of a community * Identify different groups/individuals that support local community * Consider the role of voluntary, community and pressure groups * Value and respect the range of identities in the UK * Appreciate the lives, values and customs of people living around the world * Understand the role of money * Know ways to manage money (budgeting and saving) * Learn to be a critical consumer: what is seen and read in the media * Learn to critically consider the information they share and forward to others * Understand the importance of personal boundaries and the right to privacy * Know what skills needed to set up an enterprise * Understand what enterprise means for work and society * Research, discuss and debate issues concerning universal health and wellbeing | * Know why and how rules and laws are made * Learn how to take part in making and changing rules * Understand the importance of human rights (and Rights of the Child, including UN declaration) * Know and value their right to protect their body * Show awareness that there are harmful practices that are against British law and in contradiction with human rights (including forced marriage and FGM) * Know that human rights over-rule beliefs, ideas or practices that harm others * Know how finance plays important role in people’s lives * Learn to be a critical consumer * Understand meaning of ‘interest’, ‘loan’ and ‘debt’ * Recognise the importance of looking after money, including managing loans and debt * Know that people pay ‘tax’ to contribute to society * Learn how resources are allocated and the effect on individuals, communities and environment * Research, discuss and debate issues concerning universal health and wellbeing |