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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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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