

PSHE Education Skills and Knowledge Progression



Subject Domain	FOUNDATION	YEAR 1	YEAR 2
Health and Wellbeing	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Children play co-operatively, taking turns with others. • They take account of one another's ideas about how to organise their activity. 	<ul style="list-style-type: none"> • Identify different types of behaviour and how it makes others feel • Learn to listen to others and play cooperatively 	<ul style="list-style-type: none"> • Acknowledge and value how others are feeling • Recognise that hurtful teasing and bullying is wrong

	<ul style="list-style-type: none"> • They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 opinions with others
Living in the Wider World	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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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Subject Domain	YEAR 3	YEAR 4
Health and Wellbeing	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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’ 	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Learn how to work collaboratively to shared goals • Listen and respond respectfully to wide range of people and share views 	<ul style="list-style-type: none"> • Listen and respond respectfully to wide range of people and share views
Living in the Wider World	<ul style="list-style-type: none"> • Recognise their responsibilities, rights and duties (home, school and environment) • Consider what it means to be 'enterprising' 	<ul style="list-style-type: none"> • 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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Subject Domain	YEAR 5	YEAR 6
Health and Wellbeing	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 and bodily autonomy (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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Appreciate the different types of relationships • Consider what constitutes a positive, healthy relationship • Know the skills required to maintain positive relationships

	<ul style="list-style-type: none"> • 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 respectfully to others but raise concerns and challenge points of view when necessary 	<ul style="list-style-type: none"> • 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 and relationships (including forced marriage) • Recognise and understand the realms of confidentiality • Know when it is appropriate and necessary to break a confidence • Listen respectfully to others but raise concerns and challenge points of view when necessary
Living in the Wider World	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • 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

*FGM practice isn’t taught but focuses on consent.