

PSHE Knowledge and Skills Progression 2020-21

Health & well being	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What is meant by a healthy lifestyle	Eat a healthy range of food and understand need for variety in food Understand that exercise, eating, sleeping and hygiene helps make you healthy	Learn about the importance of personal hygiene Take responsibility for our own health and that of others	Learn what makes a healthy lifestyle including the benefits of physical activity, rest and healthy eating and dental health Learn how some diseases are spread and how they can be controlled	Recognise opportunities to make their own choices about food Understand what might influence their choices Recognise the importance of eating a balanced diet	Learn what positively and negatively affects their physical health Learn that bacteria and viruses can affect health and that by following simple routines can reduce spreading them	Learn what positively and negatively affects their mental and emotional health	Explain the impact of positive and negative influences on their physical, mental and emotional health, including the media
How to maintain physical, mental and emotional health and wellbeing	Learn to identify different feelings- some feelings are good and some are not so good	Develop vocabulary to describe their feelings Recognise when you are feeling different emotions Develop strategies for managing different feelings	Recognise when you are feeling different emotions Explain why you are feeling a particular emotion Begin to learn from their own experiences Recognise and celebrate their strengths Set challenging but realistic goals	Deepen understanding of different feelings- good and not so good Extend vocabulary to describe a range of feelings Explain why you are feeling a particular emotion Reflect on and celebrate achievements	Explain the intensity of different feelings Explore reasons why you act in a particular way when you are feeling a particular emotion Identify strengths and areas for improvement	Understand when you need to listen to your feelings in order to overcome them e.g. frustration, jealousy	Recognise when you may experience conflicting emotions Set high aspirations and goals
Ways of keeping physically and emotionally safe	Understand simple road safety	Understand how household products, including medicines, can be harmful if not used properly Understand and identify ways to keep safe at home and in school Identify people who look after them and begin to understand how they can help with this Discuss their family networks Understand who to go to if they are worried about something	Understand how to keep safe online (SMART) Focus on SAFE (make sure an adult knows you are on the internet and knows what you are looking at) and TELL (tell an adult if you see anything that worries you) Recognise that they have a shared responsibility for keeping themselves and others safe- when to say 'yes', 'no', 'I'll ask', 'I'll tell' Understand sensible road use describe potential risks in their local environment e.g. parked cars, scaffolding	Understand how to keep safe online (SMART) Focus on MEETING (never agree to meet anyone you have met online), ACCEPTING (never accept any emails, files, images from anyone you don't know) RELIABLE (understand that not everything you see, hear, read online can be trusted) Differentiate between the terms 'risk', 'danger' and 'hazard' and apply these terms to everyday situations e.g. around the home	Understand how to keep safe online (SMART) Revise all the key messages from SMART Understand key people who are responsible for keeping them healthy and safe and describe ways that they can help them do this e.g. tell parents where you are going, always stay with others Understand the importance of protecting personal information, including passwords, addresses and images	Explore a range of scenarios that you may encounter when online (including on social media) or when using a mobile phone Recognise, predict and assess risks in different situations and understand how to manage them e.g. along a busy road, in the countryside	Explain the importance of keeping safe online, including on social media and responsible use of ICT, including mobile phones Describe a range of strategies to help others stay safe online, including 'Dos and Don'ts' and 'What to do if...'
Managing change such as puberty, transition and loss		Understand the process of growing from young to old and how people's needs change Name main parts of the body, including external genitalia and discuss the differences between boys and girls Explore themes of change and loss and associated feelings (moving home, losing toys, losing pets or friends)	Understand that as you get older become more independent, you have more responsibilities Learn about transition between key stages	Learn about transition between key stages Explore theme of loss, separation, divorce and bereavement	Recognise that you have a responsibility to keep yourself and others safe as you become more independent	Explore theme of loss, separation, divorce and bereavement Recognise how their body will change as they move through puberty (SRE) Learn about human reproduction (SRE)	Learn about transition between key stages Explain ways to keep yourself and others safe as you become more independent
How to make informed choices about health and wellbeing and how to recognise sources of help with this	Recognise what they like and dislike	Understand how to make real, informed choices to improve physical and emotional health e.g. drinking lots of water helps our brain to think/ if we're upset or worried about something, make sure we tell someone	Recognise that choices have good and not so good consequences	Understand how to make informed choices and the consequences of these choices		Recognise that substances and drugs such as alcohol and tobacco could damage immediate and future health and safety	Understand what is meant by the term habit and how habits can be hard to change Recognise that some substances and drugs are legal, some are restricted and some are illegal

PSHE Knowledge and Skills Progression 2020-21

How to respond in an emergency	Know what to do when there is a fire alarm	Understand the school rules about health and safety Know that there are emergency services and begin to explain what they do	Understand where and how to get help around the school	Understand basic emergency procedures- when and how to dial 999, what to do if there was a fire at home, the importance of planning ahead for long journeys, list items that would help in an emergency situation	Revise basic emergency procedures from Year 3 Understand simple first aid		Revise what to do in a variety of emergency situations
Identify different influences on health and wellbeing						Understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media	Recognise when and how to ask for help and use basic techniques for resisting pressure to do something risky or unhealthy (that makes them uncomfortable, anxious or they believe to be wrong) Recognise how images in the media do not always reflect reality and can affect how people feel about themselves
Relationships							
How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts	Initiate conversations and listen to what others say	Listen to what others say and respond appropriately	Share their opinions on things that matter to them	Recognise different types of relationship- family and friends Recognise that their actions affect themselves and others	Judge what kind of physical contact is acceptable or unacceptable and know how to respond Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others	Understand that we all have rights to privacy Give feedback and support to benefit others as well as themselves	Recognise what makes a positive, healthy relationship Develop the skills to form and maintain positive and healthy relationships
How to recognise and manage emotions within a range of relationships	Begin to solve problems e.g. when someone has taken their toy	Recognise when you are feeling different emotions Develop strategies for managing different feelings	Recognise how others show feelings and understand how to respond Recognise how their behaviour affects other people	Recognise and respond appropriately to a wider range of feelings in others	Describe the impact of our actions on others		
How to recognise risky or negative relationships including all forms of bullying and abuse	Begin to understand what makes a good friend	Recognise what is fair/unfair, kind/unkind, what is right and wrong Recognise when people are being unkind to them or others, how to respond, who to tell and what to say Understand that there are different types of teasing and bullying, that these are wrong and unacceptable	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) Understand that people's bodies and feelings can hurt (including what makes them feel comfortable/uncomfortable) Understand how to resist different types of teasing and bullying and if they witness it, who to go to and how to get help	Understand how to resist different types of teasing and bullying and if they witness it, who to go to and how to get help Recognise ways in which a relationship can be unhealthy and who to talk to if they need support	Understand how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)	Recognise that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves Describe the potential consequences of discrimination, teasing, bullying and aggressive behaviours including cyber bullying	Recognise that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others Explore the use of prejudice-based language, 'trolling' and know how to respond and ask for help

PSHE Knowledge and Skills Progression 2020-21

How to respond to risky or negative relationships and ask for help	Take steps to resolve conflicts with other children, e.g. finding a compromise	Describe strategies to resolve simple arguments	Use strategies to resolve conflict Understand the difference between secrets and surprises Understand that it is important not to keep adults' secrets	Develop strategies to resolve conflict through negotiation and compromise	Recognise and manage 'dares'	Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	Feel confident to raise their own concerns Constructively challenge others' points of view
How to respect equality and diversity in relationships	Say how they are the same/different to others	Identify differences and similarities between people Identify their special people (family/friends/carers) Understand what makes them special	Respect differences and similarities between people Explain how special people should care for other another	Recognise 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	Understand that differences and similarities between people arise from a number of factors (family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability)	Understand that civil partnerships and marriage are examples of a public demonstration of the commitment made between two 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 Recognise and challenge stereotypes	Understand about the difference between, and the terms associated with, sex, gender identity and sexual orientation
Living in the wider world							
Show respect for self and others and the importance of responsible behaviours and actions	Be confident to speak to others about own needs, wants, interests and opinions Describe self in positive terms and talk about abilities Be aware of the boundaries set, and of behavioural expectations	Say what is good about others Understand that actions have consequences	Resolve differences by seeing and respecting others' points of view	Resolve differences by making decisions and explaining choices	Resolve differences by looking at alternatives points of view and explaining reasons for actions	Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities Develop strategies for getting support for themselves or for others at risk	Critically examine what is presented to them in social media Understand how information contained in social media can misrepresent or mislead Understand the importance of being careful what they forward to others
Understand rights and responsibilities as members of families, other groups and ultimately as citizens	Understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them	Help construct, and agree to follow, group, class and school rules and to understand how these rules help them	Understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)	Understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment	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	Understand why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules Understand that these universal rights are there to protect everyone and are more important than national law and family and community practices	Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
Recognise and understand about different groups and communities		Understand that they belong to different groups and communities such as family and school Recognise ways in which we are the same as all other people; what we have in common with everyone else	Recognise the 'special people' who work in their community and who are responsible for looking after them and protecting them Understand how people contact those special people when they need their help, including dialling 999 in an emergency		Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	

PSHE Knowledge and Skills Progression 2020-21

Respect diversity and equality and how to be a productive member of a diverse community		Recognise ways in which they are all unique; understand that there has never been and will never be another 'them'		Consider the lives of people living in other places, and people with different values and customs	Understand what being part of a community means, and about the varied institutions that support communities locally and nationally		
Understand the importance of respecting and protecting the environment	Understand how to look after their indoor and outdoor classrooms	Understand how they can contribute to the life of the classroom and school	Describe what improves and harms their local, natural and built environments	Develop strategies and skills needed to care for local, natural and built environments (including conserving energy)		Present ideas about how we should care for local, natural and built environments (including conserving energy)	
Understand where money comes from, keeping it safe and the importance of managing it effectively			Understand that money comes from different sources and can be used for different purposes, including the concepts of spending and saving	Understand the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices	Understand the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer		Develop an understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
Develop a basic understanding of enterprise				Understand what is meant by enterprise and begin to develop enterprise skills			Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world