



PSHE

Progression of Skills and Knowledge

Aims

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential. Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases. The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020 (though not all they should cover as part of broader PSHE education). A broader PSHE programme should also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

Key stage 1 and 2

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

3 – 4 years		Reception		ELG	
Personal, social and emotional development (PSSED)	Select and use activities and resources, with help	Personal, social and emotional development (PSSED)	See themselves as a valuable individual	Personal, social and emotional development (PSSED)	Show an understanding of their own feelings and those of others, and

	when needed. This helps them to achieve a goal. Develop a sense of responsibility and membership of a community Become more outgoing with unfamiliar people in the safe context of their setting Show more confidence in new social situation Find solutions to conflict and rivalries Understand why rules are important Develop appropriate ways of being assertive Talk about their feelings Begin to understand feelings of others Be increasing independent in meeting their own care needs.		Build constructive and respectful relationships Express their feelings and consider feelings of others Show resilience and perseverance in the face of a challenge Identify and moderate their own feelings Thinks about the perspectives of others Know and talk about the different factors that support their overall health and wellbeing.		begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.
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Being me in my world					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that	Understand the rights and responsibilities of class members Know about rewards and consequences and that these stem from choices	Know that the school has a shared set of values Know why rules are needed and how these relate to choices and consequences	Know their place in the school community Know what democracy is (applied to pupil voice in school) Know how groups work together to reach a	Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process	Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world

their views are important Understand that their own views are Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Understand that they have choices	Know that it is important to listen to other people Know how to make their class a safe and fair place Show good listening skills Be able to work cooperatively	Know that actions can affect others' feelings Know that others may hold different views Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively	consensus Know that having a voice and democracy benefits the school community Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome Know how to regulate emotions	Understand the rights and responsibilities associated with being a citizen in the wider community Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively	Know that personal choices can affect others locally and globally Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model
Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving	Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong	Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)	Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision	Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective

Celebrating Difference					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know that people are unique and that it is OK to be different Identify what is bullying and what isn't Understand how being bullied might feel Recognise ways in which they are the same as their friends and ways they are different	Know the difference between a one-off incident and bullying Know that sometimes people get bullied because of difference Know that friends can be different and still be friends Explain how being bullied can make someone feel Know how to stand up for themselves when they need to Understand that everyone's differences make them special and unique	Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Know that conflict is a normal part of relationships Know that some words are used in hurtful ways and that this can have consequences Use the 'Solve it together' technique to calm and resolve conflicts with friends and family Be able to 'problem solve' a bullying	Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that sometimes people make assumptions about a person because of the way they look or act Be comfortable with the way they look Try to accept people for who they are	Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know what racism is and why it is unacceptable Know what culture means Appreciate the value of happiness regardless of material wealth Identify their own culture and different cultures within their class community Identify their own attitudes about	Know that people can hold power over others individually or in a group Know that power can play a part in a bullying or conflict situation Know that there are different perceptions of 'being normal' and where these might come from Know that difference can be a source of celebration as well as conflict Empathise with people who are different and be aware of my own

		situation accessing appropriate support if necessary Be able to show appreciation for their families, parents and carers	Be non-judgemental about others who are different	people from different faith and cultural backgrounds Develop respect for cultures different from their own	feelings towards them Identify feelings associated with being excluded Be able to recognise when someone is exerting power negatively in a relationship Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens
Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,	Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed	Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration

Dreams and Goals					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know how to set simple goals Know how to achieve a goal Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved Recognise things that they do well Explain how they learn best Recognise their own feelings when faced with a challenge/obstacle Recognise how they feel when they overcome a challenge/obstacle	Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere Know how to recognise what working together well looks like Recognise how working with others can be helpful Be able to work effectively with a partner Be able to choose a partner with whom they work well Be able to work as part of a group	Know that they are responsible for their own learning Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles Know what dreams and ambitions are important to them Can break down a goal into small steps Can manage feelings of frustration linked to facing obstacles Imagine how it will feel when they achieve their dream/ambition	Know how to make a new plan and set new goals even if they have been disappointed Know how to work as part of a successful group Know how to share in the success of a group Know that hopes and dreams don't always come true Have a positive attitude Can identify the feeling of disappointment Be able to cope with disappointment Can identify what resilience is	Know about a range of jobs that are carried out by people I know Know the types of job they might like to do when they are older Know that young people from different cultures may have different dreams and goals Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Reflect on the differences between their own learning goals and those of someone from a	Know their own learning strengths Know what their classmates like and admire about them Know a variety of problems that the world is facing Know some ways in which they could work with others to make the world a better place Understand why it is important to stretch the boundaries of their current learning Be able to give praise and compliments to other people when they recognise that person's achievements Empathise with people who are

				different culture Appreciate the differences between themselves and someone from a different culture	suffering or living in difficult situations
Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Cooperation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions,	Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise	Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference	Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition

Healthy Me					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know the difference between being healthy and unhealthy now how to make healthy lifestyle choices Know that all household products, including medicines,	Know what their body needs to stay healthy Know what relaxed means Know why healthy snacks are good for their bodies Know which foods given	now that there are different types of drugs Know that there are things, places and people that can be dangerous Know when something feels safe or unsafe know how	Know that there are leaders and followers in groups Know the facts about smoking and its effects on health Know the facts about alcohol and its effects on health, particularly the liver	Know how to get help in emergency situations Know that the media, social media and celebrity culture promote certain body types Know the different roles food can play in people's lives and	Know that some people can be exploited and made to do things that are against the law Know why some people join gangs and the risk that this can involve Know how to take

can be harmful if not used properly now how to keep safe when crossing the road Keep themselves safe Recognise how being healthy helps them to feel happy Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened	their bodies energy Keep themselves safe Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food Desire to make healthy lifestyle choices	exercise affects their bodies Respect their own bodies and appreciate what they do Can take responsibility for keeping themselves and others safe Identify how they feel about drugs Can express how being anxious or scared feels	Know ways to resist when people are putting pressure on them Know what they think is right and wrong Can identify the feelings that they have about their friends and different friendship groups Recognise negative feelings in peer pressure situations Can identify the feelings of anxiety and fear associated with peer pressure Can tap into their inner strength and know-how to be assertive	know that people can develop eating problems/disorders related to body image pressure Respect and value their own bodies Can reflect on their own body image and know how important it is that this is positive Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency	responsibility for their own health Know what it means to be emotionally well Know how to make choices that benefit their own health and well-being Are motivated to care for their own physical and emotional health Suggest strategies someone could use to avoid being pressured Can use different strategies to manage stress and pressure
Healthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet,	Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs,	Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree,	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency,	Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the counter, Restricted, Illegal,

items (e.g., toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Portion, Proportion, Energy, Fuel, Nutritious	Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice	Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong	Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation	Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure
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Relationships					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know that everyone's family is different Know that families are founded on belonging, love and care	Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them	Know that different family members carry out different roles or have different responsibilities within the family Know some of the	Know some reasons why people feel jealousy Know that loss is a normal part of relationships	Know that there are rights and responsibilities in an online community or social network Know that there are rights and responsibilities when	Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know the stages of

Know that physical contact can be used as a greeting Know how to make a friend Know who to ask for help in the school community Can express how it feels to be part of a family and to care for family members Can say what being a good friend means Can identify forms of physical contact they prefer Can say no when they receive a touch they don't like	Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is Can express how it feels to be part of a family and to care for family members Can say what being a good friend means Can identify forms of physical contact they prefer Can say no when they receive a touch they don't like	skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online Know that they and all children have rights (UNCRC) Can identify their own wants and needs and how these may be similar or different from other children in school and the global community	Know that negative feelings are a normal part of loss Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe Can identify their own wants and needs and how these may be similar or different from other children in school and the global community	playing a game online Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends Can identify when an online community/social media group feels risky, uncomfortable, or unsafe Can say how to report unsafe online/social network activity Can identify when an online game is safe or unsafe Can suggest strategies for managing unhelpful pressures online or in social networks	grief and that there are different types of loss that cause people to grieve Recognise that people can get problems with their mental health and that it is nothing to be ashamed of Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and wellbeing
Belong, Same, Different,	Similarities, Special, Important, Co-	Men, Women, Unisex, Male,	Relationship, Close, Jealousy, Emotions,	Personal attributes, Qualities,	Mental health, Ashamed, Stigma,

Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Selfbelief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs,	Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.	Characteristics, Self- esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off- line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules	Stress, Anxiety, Support, Worried, Signs, Warning, Self- harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self- control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety
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Changing Me					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Understand and accept that change is a natural part of getting older Can suggest ways to manage change , e.g. moving to a new class Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)	Know that private body parts are special and that no one has the right to hurt these Know there are different types of touch and that some are acceptable and some are unacceptable Can say who they would go to for help if worried or scared Can say what types of touch they find comfortable/uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened	Can suggest ways to help them manage feelings during changes they are more anxious about Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry	☑ Know that personal characteristics are inherited from birth parents Know that change can bring about a range of different emotions Can appreciate their own uniqueness and that of others Can express any concerns they have about puberty Have strategies for managing the emotions relating to change	Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know that becoming a teenager involves various changes and also brings growing responsibility Can celebrate what they like about their own and others' self-image and body image Can suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them	Know the importance of self-esteem and what they can do to develop it Recognise ways they can develop their own self-esteem Can express how they feel about the changes that will happen to them during puberty Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to
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				Can ask questions about puberty to seek clarification	
Changes, Life cycles, Adulthood, Mature, Male, Female, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping	Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy	Birth, Animals, Babies, Mother, Grow, b, Nutrients, Survive, Love, Affection, Care, Stereotypes, Task, Roles, Challenge	Personal, Unique, Characteristics, Parents, Seasons, Change, Control, Emotions, Acceptance	Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Pregnancy, Sanitary products, Tampon,	Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement

				Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Right	
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