

Progression of Skills and Knowledge: PSHE/ RSE



Families and relationships

	Years 1/2	Years 3/4	Years 5/6
Families	<ul style="list-style-type: none"> -To understand that families look after us. -To know some words to describe how people are related (eg. aunty, cousin) -To know that some information about me and my family is personal. -To know that families can be made up of different people. -To know that families may be different to my family. 	<ul style="list-style-type: none"> - To know that families are varied in the UK and across the world. -To know that I can talk to trusted adults or services such as Childline if I experience family problems. 	<ul style="list-style-type: none"> - To know that marriage is a legal commitment and is a choice people can make. -To know that if I have a problem, I can call ChildLine on 0800 1111.
Friendships	<ul style="list-style-type: none"> - To understand some characteristics of a positive friendship. -To understand that friendships can have problems but that these can be overcome. -To know some problems which might happen in friendships. -To understand that some problems in friendships might be more serious and need addressing 	<ul style="list-style-type: none"> -To know that violence is never the right way to solve a friendship problem. -To know that bullying can be physical or verbal. -To know that bullying is repeated, not a one-off event. -To understand the different roles related to bullying including victim, bully and bystander. -To understand that everyone has the right to decide what happens to their body 	<ul style="list-style-type: none"> - To know what attributes and skills make a good friend. -To understand what might lead to someone bullying others. -To know what action a bystander can take when they see bullying. -To know that a conflict is a disagreement or argument and can occur in friendships. -To understand the concepts of negotiation and compromise.
Respectful relationships	<ul style="list-style-type: none"> -To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. -To understand some ways people show their feelings. -To understand what good manners are. -To understand some gender stereotypes related to jobs. 	<ul style="list-style-type: none"> - To understand that there are similarities and differences between people. -To understand some stereotypes related to age. -To understand some stereotypes related to disability. -To know that trust is being able to rely on someone and it is an important part of relationships. -To understand the courtesy and manners which are expected in different scenarios. -To know the signs of a good listening. 	<ul style="list-style-type: none"> -To understand what respect is. -To understand that everyone deserves respect but respect can be lost. -To know that stereotypes can be unfair, negative and destructive. -To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. -To understand that stereotypes can lead to bullying and discrimination -To understand that positive attributes are the good qualities that someone has.
Change and loss	<ul style="list-style-type: none"> -To know that there are ways we can remember people or events. 	<ul style="list-style-type: none"> - To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives. 	<ul style="list-style-type: none"> -To understand that loss and change can cause a range of emotions. -To know that grief is the process people go through when someone close to them dies.

Health and wellbeing

	Years 1/2	Years 3/4	Years 5/6
Health and prevention	<ul style="list-style-type: none"> - To understand we can limit the spread of germs by having good hand hygiene. -To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. -To know that certain foods and other things can cause allergic reactions in some people. -To know that food and drinks with lots of sugar are bad for my teeth. 	<ul style="list-style-type: none"> - To understand ways to prevent tooth decay. -To know key facts about dental health. 	<ul style="list-style-type: none"> - To understand the risks of sun exposure. -To understand that vaccinations can give us protection against disease. -To know that changes in the body could be possible signs of illness.
Physical health and wellbeing	<ul style="list-style-type: none"> - To know that sleep helps my body to repair itself, to grow and restores my energy. -To understand the importance of exercise to stay healthy. -To understand the balance of foods we need to keep healthy. -To know that breathing techniques can be a useful strategy to relax. 	<ul style="list-style-type: none"> - To understand the positive impact relaxation can have on the body. -To know that visualisation means creating an image in our heads. -To know the different food groups and how much of each of them we should have to have a balanced diet. 	<ul style="list-style-type: none"> -To know that relaxation stretches can help us to relax and de-stress. -To know that calories are the unit that we use to measure the amount of energy certain foods give us. -To know that what we do before bed can affect our sleep quality. -To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). -To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
Mental health	<ul style="list-style-type: none"> -To know the words to describe some positive and negative emotions. -To know that we can feel more than one emotion at a time. -To know that strengths are things we are good at. -To know that qualities describe what we are like. -To know that a growth mindset means being positive about challenges and finding ways to overcome them. 	<ul style="list-style-type: none"> -To understand that mistakes can help us to learn. -To understand the importance of belonging. -To understand what being lonely means and that it is not the same as being alone. -To know that different job roles need different skills and so some roles may suit me more than others. -To know that it is normal to experience a range of emotions. -To know that mental health refers to our emotional wellbeing, rather than physical. -To know who can help if we are worried about our own or other people's mental health. -To understand what a problem or barrier is and that these can be overcome. 	<ul style="list-style-type: none"> -To understand what can cause stress. -To understand that failure is an important part of success. -To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). -To know the effects technology can have on mental health.

Safety and the changing body

	Years 1/2	Years 3/4	Years 5/6
Being safe (including online)	<ul style="list-style-type: none"> -To know that some types of physical contact are never appropriate. -To know the PANTS rule. -To understand the difference between secrets and surprises. -To know what to do if I get lost. -To know that a hazard is something which could cause an accident or injury. -To know that I should tell an adult if I see something which makes me uncomfortable online. -To know the rules for crossing the road safely. 	<ul style="list-style-type: none"> - Developing skills as a responsible digital citizen. -To understand that there are risks to sharing things online. -To know the difference between private and public. -To understand that cyberbullying is bullying which takes place online. -To know the signs that an email might be fake. -Developing skills as a responsible digital citizen. 	<ul style="list-style-type: none"> -To know the steps to take before sending a message online (using the THINK mnemonic). -To know some of the possible risks online. -To understand that online relationships should be treated in the same way as face to face relationships. -To know where to get help with online problems.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> -To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. -To know that medicine can help us when we are ill. -To understand that we should only take medicines when a trusted adult says we can. 	<ul style="list-style-type: none"> - To understand that other people can influence our choices. -To understand the risks associated with smoking tobacco. 	<ul style="list-style-type: none"> - To know some strategies I can use to overcome pressure from others and make my own decisions. -To understand the risks associated with drinking alcohol.
The changing adolescent body	<ul style="list-style-type: none"> -To know the names of parts of my body including private parts 	<ul style="list-style-type: none"> -To understand the physical changes to both male and female bodies as people grow from children to adults. 	<ul style="list-style-type: none"> - To understand the process of the menstrual cycle. -To know the names of the external sexual parts of the body and the internal reproductive organs. -To know that puberty happens at different ages for different people. -To understand how a baby is conceived and develops.
Basic first aid	<ul style="list-style-type: none"> -To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. -To know that the emergency services are the police, fire service and the ambulance service. 	<ul style="list-style-type: none"> -To know that it is important to maintain the safety of myself and others, before giving first aid. -To know that bites or stings can sometimes cause an allergic reaction. -To know that asthma is a condition which causes the airways to narrow. 	<ul style="list-style-type: none"> -To know how to assess a casualty's condition. -To know how to conduct a primary survey (using DRABC).

Citizenship

	Years 1/2	Years 3/4	Years 5/6
How can we be good citizens?	<ul style="list-style-type: none"> -To know the rules in school. -To understand that people are all different. -To know some of the different places where rules apply. -To understand that everyone has similarities and differences. -To know that some rules are made to be followed by everyone and are known as 'laws'. -To know some of the jobs people do to look after the environment in school and the local community. -To know that different pets have different needs. -To understand the needs of younger children and that these change over time. -To know that voting is a fair way to make a decision. -To understand how democracy works in school through the school council. 	<ul style="list-style-type: none"> -To understand how recycling can have a positive impact on the environment. -To know that the local council is responsible for looking after the local area. -To know that elections are held where adults can vote for local councillors. -To know that reusing items is of benefit to the environment. -To understand that councillors have to balance looking after local residents and the needs of the council. -To understand some of the consequences of breaking rules. -To understand the role of charities in the community. -To know that there are a number of groups which make up the local community. -To understand the UN Convention on the Rights of the Child. 	<ul style="list-style-type: none"> -To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. -To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. -To know that education is an important human right. -To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. -To know what happens when someone breaks the law. -To understand the waste hierarchy. -To know that prejudice is making assumptions about someone based on certain information. -To know that discrimination is treating someone differently because of certain factors. -To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. -To know that our food choices can affect the environment

Economic wellbeing

	Years 1/2	Years 3/4	Years 5/6
How can we understand economic wellbeing?	<ul style="list-style-type: none"> -To know that coins and notes have different values. -To know some of the ways children may receive money. -To know that it is wrong to steal money. -To know that banks are places where we can store our money. -To know some jobs in school. -To know that different jobs need different skills. -To know the difference between a 'want' and 'need'. -To know some of the ways in which adults get money. -To know some of the features to look at when selecting a bank account. 	<ul style="list-style-type: none"> -To know that budgeting money is important. -To understand that there are a range of jobs available. -To know that money can be lost in a variety of ways. -To understand the importance of tracking money. -To know that many people will have more than one job or career in their lifetimes. -Exploring ways to overcome stereotypes in the workplace. -To understand that there are different ways to pay for things. -To understand that some stereotypes can exist around jobs but these should not affect people's choices. 	<ul style="list-style-type: none"> -To understand that different jobs have different routes into them. -To understand that people change jobs for a number of reasons. -To know that when money is borrowed it needs to be paid back, usually with interest. -To know that it is important to prioritise spending. -To know some ways that people lose money. -To know that income is the amount of money received and expenditure is the amount of money spent. -To understand that there are certain rules to follow to keep money safe in bank accounts. -To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. -To know that banks and organisations such as Citizens' Advice can help with money-related problems.

Identity (Y6 only)

Years 5/6

To know that identity is the way we see ourselves and also how other people see us.

Transition

Years 1/2	Years 3/4	Years 5/6
<ul style="list-style-type: none"> -To understand that changes can be both positive and negative. -To understand that change is part of life. 	<ul style="list-style-type: none"> -To know that setting goals can help us to achieve what we want. -To understand that change often brings about more opportunities and responsibilities. 	<ul style="list-style-type: none"> -To understand the skills needed for roles in school. -To know that a big change can bring opportunities but also worries.