



PSHE Knowledge Progression Updated 2023

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Healthy Lifestyles and Physical Wellbeing</p> <ul style="list-style-type: none"> To have an awareness of keeping teeth clean and not eating too many sweets. To manage my own basic hygiene and personal needs To understand the importance of healthy food choices. | <p>Healthy Lifestyles and Physical Wellbeing</p> <ul style="list-style-type: none"> To know what keeping healthy means & different ways of keeping healthy To know about how physical activity helps us to stay healthy & ways to be physically active everyday To know about the people who help us to stay physically healthy To know the characteristics of an active lifestyle To know the mental and physical benefits of an active lifestyle To know simple hygiene routines that can stop germs from spreading To know about allergies and vaccines | <p>Healthy Lifestyles and Physical Wellbeing</p> <ul style="list-style-type: none"> To know about foods that support good health & the risks of eating too much sugar. To know the characteristics of a poor diet. To know that medicines can help people to stay healthy To know how to stay safe in the sun & protect the skin from sun damage To know about different ways to learn & play; recognising the importance of knowing when to take a break from time online or TV | <p>Healthy Lifestyles & Physical Well-being</p> <ul style="list-style-type: none"> To know how to make informed decisions about health To know about the elements of a balanced, healthy lifestyle and the risks associated with an inactive lifestyle. To know about what good physical health means; how to recognise signs of physical illness | <p>Healthy Lifestyles & Physical Well-being</p> <ul style="list-style-type: none"> To know about what constitutes a healthy diet & the principles of planning and preparing a range of healthy meals To know how to maintain good oral hygiene To know about the benefits of sun exposure & the risks of overexposure; how to keep safe from sun damage | <p>Healthy Lifestyles & Physical Well-being</p> <ul style="list-style-type: none"> To know the benefits of regular exercise To know about choices that support a healthy lifestyle, and recognise what might influence these. To know the benefits of regular exercise & its positive effects on mental health | <p>Healthy Lifestyles & Physical Well-being</p> <ul style="list-style-type: none"> To recognise that habits can have both positive and negative effects on a healthy lifestyle To know how sleep contributes to a healthy lifestyle To know that bacteria & viruses can affect health; how everyday hygiene routines can limit the spread of infection To know how medicines, when used responsibly, contribute to health |
| <p>Mental Health</p> <ul style="list-style-type: none"> Shows sensitivity to their own and to others' needs. | <p>Mental Health</p> <ul style="list-style-type: none"> To know about different feelings that humans can experience To know how feelings can affect people's bodies and how they behave. To recognise that not everybody feels the same at the same time or feels the same about the same things To know about things that help people feel good To recognise when they need help with feelings; that it is important to ask and how to ask for it | <p>Mental Health</p> <ul style="list-style-type: none"> To know how to name & recognise different feelings & understand the scale of emotions in relation to different experience To recognise what others might be feeling To know about ways of sharing feelings; a range of words to describe feelings To know different things they can do to manage feelings, to help calm down or change mood To know about change & loss; to recognise feelings associated with this & to recognise what helps people to feel better To know how to manage when finding things difficult To know how to prepare to move to a new class/year group | <p>Mental Health</p> <ul style="list-style-type: none"> To know that mental health, like physical health, is part of everyday life To know about everyday things that affect feelings & the importance of expressing feelings To recognise that anyone can experience mental ill-health, it is common, it can bring a sense of isolation and loneliness and can affect children & that it is important to discuss feelings with a trusted adult | <p>Mental Health</p> <ul style="list-style-type: none"> To know about strategies and behaviours that support mental health To know strategies to respond to feelings & how to manage & respond to feelings appropriately in different situations To know about change & loss, including death, & how these can affect feelings | <p>Mental Health</p> <ul style="list-style-type: none"> To know how & when to seek support, including which adults to speak to in & outside school, if worried about health. To recognise that feelings can change over time and range in intensity To recognise the warning signs about mental health & wellbeing & how to seek support for themselves & others To know about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking | <p>Mental Health</p> <ul style="list-style-type: none"> To have a varied vocabulary when talking about feelings; how to express feelings in different ways To know problem-solving strategies for dealing with emotions, challenges & change, including the transition to new schools To know strategies to manage transitions |
| <p>Growing and Changing</p> <p>See themselves as valuable individuals.</p> | <p>Growing and Changing</p> <ul style="list-style-type: none"> To identify how children grow and change Understand that babies need care and support Know that older children can do more by themselves To recognise what makes them special To identify what they are good at; likes & dislikes To recognise ways in which we are all unique | <p>Growing and Changing</p> <ul style="list-style-type: none"> To describe the differences between male and female babies To understand that some people have fixed ideas about what boys and girls can do. To understand that making a new life needs a male and a female To describe some differences between male and female animals To name the main parts of the body including external genitalia To know about growing & changing from young to old & how people's needs change | <p>Growing and Changing</p> <ul style="list-style-type: none"> To know about personal identity; what contributes to who we are. To identify that people are unique and to respect those differences. To explore the differences between male and female bodies. | <p>Growing and Changing</p> <ul style="list-style-type: none"> To identify the external genitalia & internal reproductive organs in males & females To explore the human lifecycle To explore how puberty is linked to reproduction To identify some basic facts about puberty | <p>Growing and Changing</p> <ul style="list-style-type: none"> To know about the physical & emotional changes that happen when approaching & during puberty. To understand how puberty affects the reproductive organs To describe what happens during menstruation and sperm production. To know how hygiene routines change during the time of puberty, the importance of keeping clean & how to maintain personal hygiene To know where to get more information, help & advice about growing & changing, especially about puberty | <p>Growing and Changing</p> <ul style="list-style-type: none"> To describe how and why the body changes during puberty in preparation for reproduction To know that for some people gender identity does not correspond with their biological sex To know about the processes of reproduction & birth as part of the human life cycle; how babies are conceived & born; how babies need to be cared for To know about the new opportunities & responsibilities that increased independence may bring To know where to get advice & report concerns if worried about their own or someone else's personal safety |
| <p>Drugs, Alcohol, Tobacco and Keeping Safe</p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing. Talk about the lives of people around them and their roles in society. | <p>Drugs, Alcohol, Tobacco and Keeping Safe</p> <ul style="list-style-type: none"> To know when and how to take medicines safely To identify who should be able to give us medicine To recognise risk in simple, everyday situations and what action to take to minimise harm To know about how to keep safe at home & fire safety To know ways to keep safe in familiar and unfamiliar environments & how to cross the road safely To know about people whose job it is to keep us safe To know what to do if there is an accident and someone gets hurt | <p>Drugs, Alcohol, Tobacco & Keeping Safe</p> <ul style="list-style-type: none"> To identify substances and situations that are safe or unsafe To know when something is too risky To know how to get help in an emergency To know that household products (including medicines) can be harmful if not used correctly To know about things that people can put into their body or on their skin; how these can affect how people feel To be able to follow safety instructions and rules at home and at school To know basic rules to keep safe online, including what is meant by personal information & what should be kept private; the importance of telling a trusted adult if they come across something that scares them To know about rules and age restrictions that keep us safe | <p>Drugs, Alcohol, Tobacco & Keeping Safe</p> <ul style="list-style-type: none"> To know about the risks & effects of legal drugs common to everyday life & their impact on health To consider smoking and its effects To understand the impact of passive smoking To know some strategies to prevent starting smoking To know about the importance of taking medicines correctly & using household products safely To know strategies for keeping safe in the local environment or unfamiliar places To know what is meant by first aid; basic techniques for dealing with common injuries To know how to respond & react in an emergency situation; how to identify situations that may need emergency services; how to contact them & what to say | <p>Drugs, Alcohol, Tobacco & Keeping Safe</p> <ul style="list-style-type: none"> To understand the effect alcohol has on the body To understand the risks related to drinking alcohol To consider how society limits the drinking of alcohol To recognise that there are laws surrounding the use of legal drugs To know reasons for following & complying with regulations & restrictions; how to promote personal safety & wellbeing with reference to social media, TV, films & online games To know how to predict, assess & manage risk in different situations To know about hazards that may cause harm, injury or risk in the home & what they can do to reduce risks & keep safe | <p>Drugs, Alcohol, Tobacco & Keeping Safe</p> <ul style="list-style-type: none"> To explore a range of legal and illegal drugs, their risks and effects To know about why people choose to use or not use drugs To explore attitudes to drug use To understand that all sorts of people may misuse drugs To challenge myths about drug use To know about the mixed messages in the media about drugs, including alcohol & smoking/vaping To have considered strategies to resist drug use | <p>Drugs, Alcohol, Tobacco & Keeping Safe</p> <ul style="list-style-type: none"> To understand the effects, risks and law relating to cannabis To know how to recognise pressure from others to do something unsafe or that makes them uncomfortable; strategies for managing this To understand the risk of volatile substance abuse (VSA) To know about the organisations that can support people concerning alcohol, tobacco, nicotine or other drug use; people they can talk to if they have concerns To know that FGM is against British law, what to do & who to tell if they think someone is at risk |

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| <p>Families</p> <ul style="list-style-type: none"> ● Talks about members of his/ her immediate family and community. ● Names and describes people who are familiar to him/ her. | <p>Families</p> <ul style="list-style-type: none"> -To identify people who love & care for them & what they do to help them feel cared for & its importance to family life -To identify love and care as common features of family life -To know that it is important to tell someone if something about their family makes them unhappy or worried | <p>Families</p> <ul style="list-style-type: none"> -To know about the roles different people play in our lives -To know about different types of families including those different to their own | <p>Families</p> <ul style="list-style-type: none"> -To recognise different types of relationships -To know that people who love & care for each other can be in a committed relationship, which is at the heart of family life including times of difficulties, protection, and they care for children, each other and family members. -To recognise the characteristics of healthy family life -To explore different types of families and who to go to for help and support | <p>Families</p> <ul style="list-style-type: none"> -To know about marriage & civil partnership as a legal declaration of commitment made by two adults who love & care for each other intended to be life-long. -To know that a feature of positive family life is caring relationships and spending time together. | <p>Families</p> <ul style="list-style-type: none"> -To recognise & respect there are different types of family structure; single parents, step parents, same-sex parents, extended families, foster families. -To know that forcing anyone to marry against their will is a crime; help & support is available to people who are worried about this | <p>Families</p> <ul style="list-style-type: none"> -To know that people may be attracted to someone emotionally, romantically & sexually; that people may be attracted to someone of the same sex; that gender identity & sexual orientation are different -To know how to recognise if family relationships are making them feel unhappy or unsafe; how to seek advice & help |
| <p>Friendships</p> <ul style="list-style-type: none"> ● Builds constructive and respectful relationships. ● Thinks about the perspective of others. ● Works and plays cooperatively with others. ● Forms positive attachments to adults and friendships with peers. | <p>Friendships</p> <ul style="list-style-type: none"> -To know about how people make & choose friends & what makes a good friendship -To know how to ask for help if a friendship is making them feel unhappy -To know the characteristics of good friendships; mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. | <p>Friendships</p> <ul style="list-style-type: none"> -To know about how to recognise when someone feels lonely & what to do -To know simple strategies to resolve arguments between friends positively | <p>Friendships</p> <ul style="list-style-type: none"> -To know about the importance of friendships -To know about the importance of seeking support if feeling lonely or excluded | <p>Friendships</p> <ul style="list-style-type: none"> -To know what constitutes a positive, healthy friendship; the same principles apply online as to face-to-face -To know that healthy relationships make people feel included; strategies for how to include them | <p>Friendships</p> <ul style="list-style-type: none"> -To know that friendships have ups & downs; strategies to resolve disputes & reconcile differences positively & safely i.e. – knowing that resorting to violence is never right. -To know how friendships can change over time, about making new friends & the benefits of different types of friends -To know strategies for recognising & managing peer influence & a desire for peer approval in friendships -To have considered when it is appropriate to share personal/private information in a /friendship | <p>Friendships</p> <ul style="list-style-type: none"> -To explore our own actions when in a group and as an individual. -To know when to intervene without escalating a situation and possible outcome resulting from different types of intervention -To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage & ask for support -To explore the process of grooming and then consider why perpetrators use the term “grassing” to intimidate and silence their victims. -To explore positive and negative ways of communicating in a relationship -To know how and where to get support if an online relationship goes wrong |
| <p>Managing Hurtful Behaviour and Bullying</p> <ul style="list-style-type: none"> ● Helps to find solutions to conflicts and rivalries. ● Can explain the reasons for rules, knows right from wrong and tries to behave accordingly. ● Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/ her behaviour accordingly | <p>Managing Hurtful Behaviour and Bullying</p> <ul style="list-style-type: none"> -To know that bodies & feelings can be hurt by words & actions; hurtful things can be said online -To know what is kind & unkind behaviour & how this can affect others -To know how to listen to other people and play & work cooperatively | <p>Managing Hurtful Behaviour and Bullying</p> <ul style="list-style-type: none"> -To know about how people may feel if they experience hurtful behaviour or bullying -To know that hurtful behaviour (offline & online) is not acceptable; how to report bullying; the importance of telling an adult; responsibility of bystanders | <p>Managing Hurtful Behaviour and Bullying</p> <ul style="list-style-type: none"> -To know about the impact of bullying & the consequences of hurtful behaviour and on mental health. -To know that personal behaviour can affect other people; to recognise & model respectful behaviour | <p>Managing Hurtful Behaviour and Bullying</p> <ul style="list-style-type: none"> -To know how to respond to hurtful behaviour experienced or witnessed online or offline; how to report concerns & get support | <p>Managing Hurtful Behaviour and Bullying</p> <ul style="list-style-type: none"> -To recognise things appropriate to share & things that should not be shared on social media -To identify scenarios that involve grassing or grooming -To identify the level of risk in these scenarios -To know about why someone may behave differently online, including pretending to be someone they're not -To recognise what it means to 'know someone' online & how this differs to knowing someone face-to-face | <p>Managing Hurtful Behaviour and Bullying</p> <ul style="list-style-type: none"> -To know how to discuss & debate topical issues, respect other people's points of view & constructively challenge those they disagree with |
| <p>Respecting Self and Others</p> <ul style="list-style-type: none"> ● Sees himself/ herself as a valuable individual. ● Shows an understanding of his/ her own feelings and the feelings of others. | <p>Respecting Self and Others</p> <ul style="list-style-type: none"> -To understand that we are all different but can still be friends even when you have different choices, beliefs, preferences and physical differences. -To recognise that some things are private & the importance of respecting privacy -To know how to respond safely to adults they don't know -To know how to respond if physical contact makes them feel uncomfortable -To know the importance of not keeping adults secrets -To know that in school and in wider society that people can expect to be treated with respect -To know that they should show respect to others including those in a position of authority | <p>Respecting Self and Others</p> <ul style="list-style-type: none"> -To know there are situations where they should ask for permission & also when their permission should be sought -To understand courtesy and manners -To know basic techniques for resisting pressure to do something -To know the practical steps to take in a range of different contexts to improve or support respectful relationships -To know what to do if they feel unsafe or worried; who to ask for help; the importance of keeping trying until heard | <p>Respecting Self and Others</p> <ul style="list-style-type: none"> -To know about privacy & personal boundaries -To know how to respond safely & appropriately to adults they may encounter and including those they don't know. -To understand the differences between appropriate and inappropriate physical contact and giving consent | <p>Respecting Self and Others</p> <ul style="list-style-type: none"> -To recognise different types of physical contact; what is acceptable & unacceptable; strategies to respond to unwanted physical contact -To know about keeping something confidential or secret, when this should/ should not be agreed to & when is it right to share a secret | <p>Respecting Self and Others</p> <ul style="list-style-type: none"> -To recognise the importance of self-respect and how this can affect their thoughts & feelings about themselves and links to their happiness. - To identify personal strengths, skills, achievements & interests & how these contribute to a sense of self-worth - To recognise important stages in the radicalisation process and identify actions that an individual can take in order resist the process of radicalisation -To know about seeking or giving permission in different situations -To listen & respond respectfully to a wide range of people, including those whose traditions, beliefs & lifestyles are different to their own | <p>Respecting Self and Others</p> <ul style="list-style-type: none"> -To know about discrimination; what it means & how to challenge it -To know about stereotypes; how they can negatively influence behaviours & attitudes towards others; strategies for challenging stereotypes -To understand how extreme opinions are often not supported by facts -To identify sources of support should someone share extreme material with you -To recognise important stages in the radicalisation process and identify actions that an individual can take in order resist the process of radicalisation -To use critical thinking skills to spot 'fake news' -To identify positive responses to extreme material -To explore possible reactions and responses to encountering extremist material. -To identify potential sources of support and develop effective ways of accessing that support. |

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| <p>Shared Responsibilities and Communities</p> <ul style="list-style-type: none"> ●Increasingly follows rules, understanding why they are important. ●Does not always need an adult to remind him/ her of a rule. <p>Can explain the reasons for rules, knows right from wrong and tried to behave accordingly.</p> | <p>Shared Responsibilities and Communities</p> <ul style="list-style-type: none"> -To know what rules are, why they are needed & why different rules are needed for different situations -To know about things they can do to help look after their environment -To know about the different roles & responsibilities people have in their community | <p>Shared Responsibilities and Communities</p> <ul style="list-style-type: none"> -To know how to treat themselves & others with respect; how to be polite & courteous -To recognise the ways in which they are the same & different to others To know how to talk about & share their opinions on things that matter to them To know how people & other living things have different needs; about the responsibilities of caring for them -To know about the different groups they belong to | <p>Shared Responsibilities and Communities</p> <ul style="list-style-type: none"> -To recognise reasons for rules & laws; consequences of not adhering to rules & laws -To recognise there are human rights that are there to protect everyone -To know about the different groups that make up their community; what living in a community means | <p>Shared Responsibilities and Communities</p> <ul style="list-style-type: none"> -To recognise their individuality & personal qualities -To respect the differences & similarities between people & recognising what they have in common with others -To know about the relationship between rights & responsibilities -To value the different contributions that people & groups make to the community | <p>Shared Responsibilities and Communities</p> <ul style="list-style-type: none"> -To know the importance of having compassion towards others; shared responsibilities for other people & living things -To know about diversity; what it means; the benefits of living in a diverse community | <p>Shared Responsibilities and Communities</p> <ul style="list-style-type: none"> -To know ways of carrying out shared responsibilities for protecting the environment in school & at home -To know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it |
| <p>Media and Digital Resilience</p> <p>Safely use and explore a variety of materials, tools and techniques.</p> | <p>Media and Digital Resilience</p> <ul style="list-style-type: none"> -To know about the role of the internet in everyday life and its benefits | <p>Media and Digital Resilience</p> <ul style="list-style-type: none"> - To know how the internet & digital services can be used safely to find things out & communicate -To know that not all information seen online is true -To know that sometimes people may behave differently online, including by pretending to be someone they are not | <p>Media and Digital Resilience</p> <ul style="list-style-type: none"> -To recognise ways in which the internet & social media can be used positively & negatively e.g. bullying, trolling and harassment. | <p>Media and Digital Resilience</p> <ul style="list-style-type: none"> -To know how to assess the reliability of sources of information online; how to make safe, reliable choices from search results | <p>Media and Digital Resilience</p> <ul style="list-style-type: none"> -To know about the benefits of the internet; the importance of balancing time online -To know about some of the different ways information & data is shared & used online, including for commercial purposes | <p>Media and Digital Resilience</p> <ul style="list-style-type: none"> -To know about how information is ranked, selected & targeted at specific individuals & groups; that connected devices can share information -To know about how text & images in the media & on social media can be manipulated or invented |
| <p>Economic Wellbeing and Money</p> <p>Starts to use money in role-play.</p> | <p>Economic Wellbeing and Money</p> <ul style="list-style-type: none"> - To know what money is; what forms it comes in; that money comes from different sources - To know that money needs to be looked after | <p>Economic Wellbeing and Money</p> <ul style="list-style-type: none"> -To know that people make different choices about how to save & spend money -To know about the difference between needs & wants | <p>Economic Wellbeing and Money</p> <ul style="list-style-type: none"> -To know about the different ways to pay for things & the choices people have -To know about different ways to keep track of money | <p>Economic Wellbeing and Money</p> <ul style="list-style-type: none"> -To recognise that people have different attitudes towards saving & spending money -To identify the ways that money can impact on people's feelings & emotions | <p>Economic Wellbeing and Money</p> <ul style="list-style-type: none"> -To know that people's spending decisions can affect others & the environment e.g. Fairtrade, single-use plastics -To know about the risks associated with money & ways of keeping money safe | <p>Economic Wellbeing and Money</p> <ul style="list-style-type: none"> -To recognise that people make spending decisions based on priorities, needs & wants -To know about the risks involved in gambling |
| <p>Aspirations, Work and Career</p> <p>Talks about the lives of the people around them and their roles in society.</p> | <p>Aspirations, Work and Career</p> <ul style="list-style-type: none"> To know that everyone has different strengths -To know that jobs help people to earn money to pay for things | <p>Aspirations Work and Careers</p> <ul style="list-style-type: none"> -To know different jobs that people they know or people who work in the community do -To know about the strengths & interests someone might need to do different jobs | <p>Aspirations Work and Careers</p> <ul style="list-style-type: none"> -To recognise positive things about themselves & their achievements; set goals -To know that there is a broad range of jobs/careers that people can have | <p>Aspirations Work and Careers</p> <ul style="list-style-type: none"> -To know what might influence people's decisions about a job/career | <p>Aspirations Work and Careers</p> <ul style="list-style-type: none"> -To know that some jobs are paid more than others & money is one factor that may influence a person's job/career choice -To know about some of the skills that will help them in future careers | <p>Aspirations Work and Careers</p> <ul style="list-style-type: none"> -To identify the kind of job they might like to do when they are older -To recognise a variety of routes into careers |