

PSHE

2022 – 2023

Progression of Knowledge

	Progression Strand: Mental Wellbeing	Progression Strand: Physical Health	Progression Strand: Relationships	Progression Strand: Safety	Progression Strand: Wider World
EYFS Year 1	<ul style="list-style-type: none"> • How to recognise, name and describe a range of feelings. • What helps them to feel good, or better if not feeling good. • How to help others feel good, or better if not feeling good. • How feelings can affect people in their bodies and their behaviour. • How to recognise when they might need help with feelings and how to ask for help when they need it. 	<ul style="list-style-type: none"> • What being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor). • That things people put into or onto their bodies can affect how they feel. • How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy. 	<p>To recognise healthy and unhealthy choices and habits.</p> <p>To recognise early signs of physical or mental ill-health.</p> <p>To seek help with physical or mental health problems.</p> <ul style="list-style-type: none"> • That family is one of the groups they belong to, as well as school, friends, clubs... • About the different people in their family/those that love and care for them. • What their family members, or people that are special to them, do to make them feel loved and cared for. • How families are all different but share common features – what is the same and different about them. 	<ul style="list-style-type: none"> • That people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people. • Who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say. • Who helps them stay safe online and what this means. • What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard. 	<ul style="list-style-type: none"> • How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively. • The responsibilities they have in and out of the classroom. • How people and animals need to be looked after and cared for. • What can harm the local and global environment; how they and others can help care for it.

			<ul style="list-style-type: none"> • About different features of family life, including what families do/enjoy together. • That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried. 		
<p>Year 2</p>	<ul style="list-style-type: none"> • How different things/times/experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group). • How to be supportive of others who might feel differently to you. • Ways to manage big feelings and the importance of sharing their feelings with someone they trust. • Ways to communicate feelings that cause no harm to yourself, others or your environment. • How to recognise when they might need help with feelings and how to ask for help when they need it. 	<ul style="list-style-type: none"> • That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest. • That eating and drinking too much sugar can affect their health, including dental health. • How to be physically active and how much rest and sleep they should have every day. • That there are different ways to learn and play; how to know when to take a break from screen-time. • How sunshine helps bodies to grow and how to keep safe and well in the sun. 	<ul style="list-style-type: none"> • How words and actions can affect how people feel. • How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe. • Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable. • How to respond if this happens in different situations. • How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so. 	<ul style="list-style-type: none"> • How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online). • How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them. • How to resist pressure to do something that makes them feel unsafe or uncomfortable and to tell a trusted adult if they are worried for themselves or others. 	<ul style="list-style-type: none"> • How jobs help people earn money to pay for things they need and want. • About a range of different jobs, including those done by people they know or people who work in their community. • How people have different strengths and interests that enable them to do different jobs. • Employers choose people with the best skills for the job. • How people use the internet and digital devices in their jobs.

			<ul style="list-style-type: none"> • How to make friends with others. • How to recognise when they feel lonely and what they could do about it. • How people behave when they are being friendly and what makes a good friend. • How to resolve arguments that can occur in friendships. • How to ask for help if a friendship is making them unhappy. 		
<p>Year 3</p>	<ul style="list-style-type: none"> • How everyday things can affect feelings. • How feelings change over time and can be experienced at different levels of intensity. • The importance of expressing feelings and how they can be expressed in different ways. • Ways of managing feelings at times of loss, grief and change. • How to access advice and support to help manage their own or others' feelings. 	<ul style="list-style-type: none"> • How people make choices about what to eat and drink, including who or what influences these. • How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist. • How to be active on a daily and weekly basis - how to balance time online with other activities. • How to make choices about physical activity, including what and who influences decisions. • How simple routines can support good quality sleep. • How, when and where to ask for advice and help 	<ul style="list-style-type: none"> • How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded. • How to recognise if others are feeling lonely and excluded and strategies to include them. • How to build good friendships, including identifying qualities that contribute to positive friendships. • That friendships sometimes have difficulties, and how to manage when there is a problem or an 	<ul style="list-style-type: none"> • How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves and others safe. • That they have a level of responsibility to keep themselves and others safe and when/how to ask for help. • How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns. • What to do in an emergency, including calling for help and 	<ul style="list-style-type: none"> • How they belong to different groups and communities, eg. friendship, faith, clubs, classes. • What is meant by a diverse community. • How different groups make up the wider/local community around the school. • How the community helps everyone to feel included and values the different contributions that people make. • How to be respectful towards people who may live differently to them.

about healthy eating and dental care.

- How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.

argument between friends, resolve disputes and reconcile differences.

- How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.
- How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents).
- How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays.
- How people within families should care for each other and the different ways they demonstrate this.
- How to ask for help or advice if family relationships are making them feel

speaking to the emergency services.

- That there are hazards and risks online which they should protect themselves and others from as far as possible.

			unhappy, worried or unsafe.		
Year 4	<ul style="list-style-type: none"> • How physical health impacts mental health (in terms of food, drink, dental health, hygiene, exercise and rest). • How physical activity, having fun, being with family and friends and time spent out of doors benefits bodies and feelings. • Different ways in which people relax and calm their minds. • How to respond proportionately to, and manage feelings, in different circumstances. • How resilience helps us cope with and recover from setbacks. • How to access advice and support to help manage their own or others' feelings. • How to recognise personal qualities and individuality. • To develop self-worth by identifying positive things about themselves and their achievements. • How their personal attributes, strengths, skills 	<ul style="list-style-type: none"> • People make choices about what to eat and drink, choices can be influenced by family, advertising, cost or peer pressure. • People make choices about physical activity, choices can be influenced by family, weather, location, cost, confidence or peer pressure. • Dental hygiene includes limiting intake of sugar and acidic drinks, brushing, flossing and visiting the dentist. • Sleep routines include relaxing before bed, avoiding screens, having a set bedtime, getting the recommended amount of sleep. • Different people follow advice on dental hygiene and sleep routines to different degrees. • How, when and where to ask for advice or support with health. 	<ul style="list-style-type: none"> • How people's behaviour affects themselves and others, including online. • How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return. • About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt). • That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination. • How to respond to aggressive or inappropriate behaviour (including online and 	<ul style="list-style-type: none"> • How to recognise, predict, assess and manage risk in different situations, including online. • How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about). • How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence. • That they have a level of responsibility to keep themselves and others safe and that everyone has a right to feel safe. 	<ul style="list-style-type: none"> • How people have a shared responsibility to help protect the world around them. • How everyday choices can affect the environment. • How what people choose to buy or spend money on can affect others or the environment (eg. Fairtrade, single use plastics, giving to charity). • How to show care and concern for others (people and animals). • How to carry out personal responsibilities in a caring and compassionate way.

	<p>and interests contribute to their self-esteem.</p> <ul style="list-style-type: none"> • How to set goals for themselves. • How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking. 		<p>unwanted physical contact) – how to report concerns.</p>		
<p>Year 5</p>	<ul style="list-style-type: none"> • How to recognise and respect similarities and differences between people and what they have in common with others. • That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes). • How individuality and personal qualities make up someone's identity. • About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others. • How to challenge stereotypes and assumptions about others. 	<ul style="list-style-type: none"> • Drugs are chemicals that change the way a person's body works. • Alcohol, tobacco and caffeine are forms of drugs. • About the safe use of medicines to support health and well-being. • Some effects on health and risks associated with drug use. • That there are legal and illegal drugs. • How laws, guidelines and restrictions help to keep people safe and healthy. • That for some people drug use can become an unhealthy habit which is hard to break. • How to ask for help from a trusted adult if they have any worries or concerns about drugs. 		<ul style="list-style-type: none"> • How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions. • That if someone has experienced a head injury, they should not be moved. • When it is appropriate to use first aid and the importance of seeking adult help. • The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services. 	<ul style="list-style-type: none"> • How people make decisions about spending and saving money and what influences them. • How to keep track of money so people know how much they have to spend or save. • How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans). • How to recognise what makes something 'value for money' and what this means to them. • That there are risks associated with money (it can be won, lost or

					stolen) and how money can affect people's feelings and emotions.
Year 6	<ul style="list-style-type: none"> • How to make informed and considered decisions regarding: <ul style="list-style-type: none"> - health - risk taking - online safety - friendships - the environment • We need to judge the scale or importance of a decision and consider how long should be spent on it. • We need to consider the implications of our decision and if we will be able to change our minds at a later time/date. • We need to be aware of the factors influencing our decision such as family, advertising, cost, peer pressure or the media. 	<ul style="list-style-type: none"> • How to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices • That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one. • How mental and physical health are linked. • How to recognise early signs of physical or mental ill-health and what to do 		<ul style="list-style-type: none"> • How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions. • That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions. • How text and images can be manipulated or invented; strategies to recognise this. • To evaluate how reliable different types of online content and media are, eg. videos, blogs, news, reviews, adverts. • How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them. 	<ul style="list-style-type: none"> • That we can make plans for our future but that plans need to be flexible. • People change as they grow so our ideas about what we want are likely to change. • How to make plans by visualising your goal then mapping out the actions that will help you achieve your objectives. • That it is important to find information, listen to advice from others then make our own decisions. • Where, how and when to seek advice and support with planning for the future.

		<p>about this, including whom to speak to in and outside school.</p> <ul style="list-style-type: none">• That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on.			
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Progression of Skills

	Progression Strand: Mental Wellbeing	Progression Strand: Physical Health	Progression Strand: Relationships	Progression Strand: Safety	Progression Strand: Wider World
EYFS					
Year 1	<p>To recognise different feelings in themselves and others.</p> <p>To name and describe feelings.</p> <p>To acknowledge feeling good.</p> <p>To see feelings as natural, part of being a person.</p> <p>To be able to ask for help when needed.</p>	<p>To give examples of being healthy.</p> <p>To identify people who help keep us healthy.</p> <p>To follow safety rules for medicines.</p> <p>To seek help if someone is unwell.</p> <p>To accept difference in terms of health.</p>	<p>To be able to describe yourself.</p> <p>To identify positive qualities.</p> <p>To talk about likes, dislikes and strengths respectfully.</p> <p>To make comparisons respectfully.</p> <p>To consider the past, how your likes, dislikes, and strengths have changed.</p> <p>To consider the future, how your likes, dislikes, and strengths might change.</p> <p>To share ideas about people who are special to you and how they show love and care.</p> <p>To talk about your own family and show an interest in other people's families.</p> <p>To acknowledge and accept difference.</p> <p>To be able to ask for help.</p>	<p>To recognise "People Who Help Us" – What is their job? How do they help?</p> <p>To identify people who can help in different places and situations.</p> <p>Role play a scenario showing how to get someone's attention and what to say when asking for help.</p> <p>To be able to keep on asking for support until they are heard.</p>	<p>To identify and give examples of:</p> <ul style="list-style-type: none"> - kind behaviour - polite and courteous behaviour - co-operative play and work <p>To acknowledge a sense of responsibility.</p> <p>To suggest ways we can show care for people, animals and the environment.</p> <p>An awareness of local and global scale.</p>

<p>Year 2</p>	<p>To look at a situation and name/describe some feelings that might arise from it. Acceptance that other people may feel differently to you. The ability to communicate feelings safely. To be able to ask for help when needed.</p>	<p>To describe different ways to stay healthy. To compare advice to what you actually do. To consider reasons for what you actually do. To take an age-appropriate level of responsibility for your own health.</p>	<p>To choose words and actions which make others feel good. To seek/give/not give permission for physical contact. To respond appropriately to unacceptable behaviour. To identify bullying and report it.</p> <p>To share ideas about friends and being friendly. To listen to other people's ideas. To make action plans about what to do if you feel lonely and how to resolve arguments. To be able to ask for help.</p>	<p>To be aware of safety rules and restrictions relevant to their own lives. To judge risk. To avoid unsafe situations. To resist pressure. Offer advice to others.</p>	<p>To say why people want to earn money. To identify a range of jobs. To match some skills and interests to jobs. To consider what sort of jobs they might be interested in, in the future. To recognise examples of internet and digital device use within jobs.</p>
<p>Year 3</p>	<p>To be aware of feelings and how they change. To express feelings in a way that suits you. To manage feelings at difficult times. To be able to seek advice or support when needed. To help a friend seek advice or support.</p>	<p>To make plans for healthy eating, dental health, physical activity/exercise routines, online time and sleep routines. To consider how closely you follow these plans and think about why. To differentiate between choices you make for yourself and choices that adults make for you. To ask for advice or support on healthy choices for yourself or a friend.</p>	<p>Identify positive friendships. Build good friendships. Recognise when others feel lonely or excluded. Recognise problems within friendships. Make attempts to solve friendship problems. Seek support.</p> <p>To share ideas about families, shared experiences and how people show care.</p>	<p>To recognise hazards, including online. To reduce risk, including online. Consider your own and other people's safety. Judge when help is needed. Role play asking for help, including calling the emergency services. Offer advice to others.</p>	<p>To identify groups and communities. Acknowledge belonging to communities. Discuss ideas about a diversity and inclusion. Be respectful of differences.</p>

			<p>To take an interest in families that may be very different to your own.</p> <p>To acknowledge and accept difference.</p> <p>To be able to ask for help.</p>		
Year 4	<p>To describe a healthy mind.</p> <p>To talk about some ways in which we can develop healthy minds.</p> <p>Judgement of the scale of an issue and an appropriate level of response.</p> <p>To show developing levels of resilience.</p> <p>To access advice and support with mental health.</p> <p>To identify personal strengths, skills and interests.</p> <p>To recognise your uniqueness.</p> <p>To talk about yourself in a positive way.</p> <p>To be honest with yourself.</p>	<p>To take an age-appropriate level of responsibility for your own health.</p> <p>To make choices based on your own knowledge, ideas and aspirations.</p> <p>To be aware of factors which influence your choices.</p> <p>To ask for advice or support when needed.</p>	<p>Recognising respectful behaviour.</p> <p>Being respectful.</p> <p>Being polite and courteous.</p> <p>Understanding privacy.</p> <p>Identifying secrets that shouldn't be kept.</p> <p>Responding appropriately when someone is not respectful.</p> <p>Reporting concerns and seeking help.</p>	<p>Recognising, predicting, assessing and managing risk in relation to their own lives, including online.</p> <p>Offer advice on how to keep safe in the local environment and less familiar locations.</p> <p>Being able to keep your own views and opinions amongst peer pressure.</p> <p>Showing a level of responsibility for your own and others' safety.</p>	<p>To take responsibility.</p> <p>To make informed choices.</p> <p>To show care and concern for people, animals and the environment.</p> <p>To show compassion.</p> <p>An understanding of local and global scale.</p>
Year 5	<p>To describe yourself in a positive way.</p> <p>To find things in common with other people.</p>	<p>To define the term drug.</p> <p>To give examples of drugs in their lives.</p>		<p>To deal with or help someone else deal with: burns, scalds, cuts, bleeds, choking, asthma</p>	<p>To be aware of factors influencing decisions with money (eg. friends, adverts, offers).</p>

	<p>To develop a sense of identity. To respect difference. To recognise stereotypes. To challenge others in a productive way.</p>	<p>To be aware of legal and illegal drugs. To be aware that drug use can become an unhealthy habit. To know how to use medicines safely. To ask for help if worried or concerned about drugs.</p>		<p>attacks or allergic reactions. To judge when first aid is necessary. To be able to seek adult help. To be able to call the emergency services.</p>	<p>To able to keep track of money. To decide whether to save or spend. To recognise value for money. To consider how you might need to manage money in the future.</p>
<p>Year 6</p>	<p>To make informed and considered decisions. To judge scale and importance of decisions. To consider implications of decisions. To be aware of influencing factors on decisions.</p>	<p>To recognise healthy and unhealthy choices and habits. To recognise early signs of physical or mental ill-health. To seek help with physical or mental health problems.</p>		<p>To identify links between media and wellbeing. To identify mixed messages. To evaluate how reliable a source of information is and how likely it is to have been manipulated or invented. To judge how closely media messages match to your own knowledge, views and opinions.</p>	<p>To consider your own future. To make a future timeline. To make a plan and accept that it needs to be flexible. To visualise a goal and map out actions. To find reliable sources of information. To judge when advice is good. To seek relevant support.</p>