



Progression of Skills and Knowledge in PSHE

	EYFS		KS1		LKS2		UKS2		KS3
	Nursery	Reception	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	
Topics	Autumn 1 – Me and My relationships Spring 1 – Keeping Safe Summer 1 – Being My Best				Autumn 2 – Valuing Difference Spring 2 – Rights and Respect Summer 2 – Growing and Changing				
Tier 3 Vocab	Mum, dad, brother, sister Teacher Friends, family Girl, boy Safe, unsafe Inside, outside Head, leg, arm, hands, feet, bottom, back etc. Food, drink Exercise Happy, sad Police, fire, ambulance etc. Sad, happy, cross, scared Special Caring, manners Kind, unkind Healthy / unhealthy Fruit, vegetables Life cycle, Grow, change	Rules Together Problems Body language Feelings Excited, worried, angry Same, different Tease, bully Allowed Fair Special Good/ bad touch Private Internet Medicine Environment Needs Money Healthy Diet, portion Hygiene, germs Baby, toddler, child Secret, surprise	Emotions Nervous, shy, anxious, lonely Behaviours Friendship Physical, emotional, hurtful, Repeatedly Similar, different Choices Aggressive Facial expression Dose, Infection Uncomfortable Trusted Responsibility Relationships Saving, spending. Vaccination Routine Heart, lungs, bones, stomach Support Penis, vulva, nipples, testicles	Situation Restriction Agree, disagree, argument, Resolve Compromise Dare Persuade Strategies Respect Adopt, foster, Same sex Community, neighbours Prejudice Gender, disability Danger, risk Consequence Online Fake Helpful, harmful Drug, Alcohol Cigarettes Fact, opinion Volunteer Afford, earn Balanced, Carbohydrates, protein, energy, muscles Vessels, intestine, liver, Puberty, breasts, pubic hair, hips, periods, menstruation	Frustrated, content, relaxed, ashamed, guilty, threatened, downcast, wretched Conflict Diverse Acceptable, unacceptable Negotiate, compromise Stereotype Acquaintance Personal space Tolerance Hazard Social media Geotagged, captioned Influence Anti-social Reliable, trustworthy Influence Passive, active, bystander Taxes, Hormones, vagina, ovaries, eggs, womb, sperm, tampons, sanitary towels/pads Legal union	Dispute Mutual Dilemma Vaping, e cigarette, Nicotine, tar, tobacco, stimulant Bias, unbiased Duties Loan, credit, debit, interest Bacteria Celebrity Media Sepsis Resilience Wellbeing Female genitalia	Reinforcer, defender Assertive Appropriate, inappropriate Illegal Empathy Tolerance Trolling Peer pressure Addictive Misleading Sustainable Democracy, election, parliament, constituencies, laws Media manipulation		

Healthy Lifestyles	<ul style="list-style-type: none"> • Make some healthy choices. • Choose a healthy snack and activity. • Wash hands with support. 	<ul style="list-style-type: none"> • Make own healthy food choices. • Know what their body needs to stay healthy. • Make healthy sleep and exercise choices. • Know when to wash hands 	<ul style="list-style-type: none"> • Choose a healthy meal with different food groups. • Talk about things their bodies need to stay healthy (exercise, sleep, food) • Wash hands correctly. 	<ul style="list-style-type: none"> • Give examples of what they can do and give their body to stay healthy. • Explain how hand hygiene stops virus' and germs from spreading. 	<ul style="list-style-type: none"> • Choose foods that make a balanced meal. • Describe how food, water and air get into the body and blood. • Explain how hand washing can prevent spreading infection. 	<ul style="list-style-type: none"> • Plan a healthy balanced meal. • Give examples of the way people can look after their physical wellbeing. 	<ul style="list-style-type: none"> • Explain how organs function and contribute to the health of their body. 		<p>Importance of and strategies to maintain a balance between school, work, leisure, exercise and online activities. Recognise and manage what influences their choices.</p>
Mental Health	<ul style="list-style-type: none"> • Share their feelings with others 	<ul style="list-style-type: none"> • Talk about different types of feelings we have. • Talk about feelings and what can cause them. 	<ul style="list-style-type: none"> • Name different feelings and how they make us behave. • Suggest ways to deal with not so good feelings and how to help others. • Say what to do if they are finding things difficult. • Recognise when they need help and who to ask. 	<ul style="list-style-type: none"> • Understand there are different ways to express feelings. • Express feelings in a safe controlled way. • Describe feelings of loss and suggest what someone can do if a friend moves away. • Describe how someone can change someone's feelings. 	<ul style="list-style-type: none"> • Communicate their feelings and use this to try and manage their own emotions. 	<ul style="list-style-type: none"> • Give examples of the way people can look after their mental wellbeing. • Talk about how feelings change and can be different for others. • Describe how change can make a person feel (both negative and positive) • Read different emotions by a person's body language. 	<ul style="list-style-type: none"> • Be assertive to keep themselves happy, healthy and safe. • Manage their emotional needs and any risk to themselves. • Respond to emotions according to the situation and person. • Use strategies to resolve arguments or disagreements. 	<ul style="list-style-type: none"> • Give examples of how they can manage their wellbeing using the five ways to wellbeing. • Suggest positive ways to meet their emotional needs and how this impacts their behaviour. 	<p>Characteristics of mental and emotional health and strategies for managing these. Healthy coping strategies and ways to promote wellbeing and boost mood.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Ourselves, Growing and Changing</p>	<ul style="list-style-type: none"> • Say how boys and girls can be different or the same, • Talk about how babies and animals grow. 	<ul style="list-style-type: none"> • Celebrate their differences. • Describe the life cycle of an animal. • Describe how a baby grows to an adult and what they might need. • Name parts of the body i.e. head, leg 	<ul style="list-style-type: none"> • Say some things that babies need. • Say what they can do now that they couldn't do as a toddler and something they are learning to do. 	<ul style="list-style-type: none"> • Describe stages of growth they have been through and what they look forward to in the future. • Name different body parts that are inside and help turn food into energy. • Name private parts of the body. 	<ul style="list-style-type: none"> • Girls recognise changes within their own bodies during puberty 	<ul style="list-style-type: none"> • Explain why puberty happens • Explain why feelings can be mixed up during puberty. • Talk about how people feel during puberty and the menstruation cycle. 	<ul style="list-style-type: none"> • Begin to manage challenging emotions by building resilience. • Give examples of feelings and emotions people have at times of change. • Describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict. • Explain the menstruation cycle and puberty changes and the products people might need 	<ul style="list-style-type: none"> • Give examples of how someone can cope with or get support during puberty. • Name some feelings and emotions people have during change. 	<p>Strategies to manage the physical and mental changes that are a typical part of growing up. Purpose, importance and different forms of contraception. Sexually transmitted infections. Risks related to unprotected sex.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Keeping Safe</p>	<ul style="list-style-type: none"> • Say what is safe and unsafe for them to touch and use. • Talk about some dangers and how to keep safe. • Know who they can ask for help. 	<ul style="list-style-type: none"> • Name some things that can be dangerous inside and outside. • Name adults who can help keep them safe and when they might need help. • Describe ways they can help others. • Recognise what is safe to play online and who to ask for help if worried. 	<ul style="list-style-type: none"> • Name adults they can talk to at home and school if they need help. • Know how to get help if someone is hurt. 	<ul style="list-style-type: none"> • Ask for help from a trusted adult. • Know when to say yes, no, I'll ask or I'll tell to keep themselves and others safe. 	<ul style="list-style-type: none"> • Demonstrate strategies for dealing with risky situations. • Explain what they can do to make a situation less risky. • Give strategies for safe browsing. • Identify personal information and when it is not appropriate or safe to share this. • Get help when something unsafe happens online. 	<ul style="list-style-type: none"> • Give examples of people or things that might influence them to take risks and make decisions. • Explain what might happen if people take unsafe or inappropriate risks. • Demonstrate strategies for dealing with a risky situation. • Identify images that are safe or unsafe to share online. • I can say no in a calm and controlled way. 	<ul style="list-style-type: none"> • Suggest what someone should do faced with a risky situation. Identify the risks in a specific situation. • Protect their personal information online. • Recognise disrespectful behaviour online. • Identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe, 	<ul style="list-style-type: none"> • Begin to make decisions independently and responsibly. • Identify risk factors in a given situation. • Assess level of risk and explain how risk can be reduced. • Identify if a secret is safe or unsafe. • Give examples of how to safely share images online. • Use safe, respectful and responsible behaviours and strategies when using social media. 	<p>Identify risk and personal safety in increasingly independent situations and online.</p>

Drugs, Alcohol and Tobacco		<ul style="list-style-type: none"> • Make safe decisions around medicines and things they don't know. 	<ul style="list-style-type: none"> • Say how to keep safe around medicines. • Say when medicines can be helpful and harmful. 	<ul style="list-style-type: none"> • Explain when medicines can be helpful and harmful and say how they can be used safely. 	<ul style="list-style-type: none"> • Identify key risks and effects of cigarettes and alcohol. 	<ul style="list-style-type: none"> • Give reasons why most people choose not to smoke or drink too much. 	<ul style="list-style-type: none"> • Explain how choices related to smoking and drinking can effect a person's health. • Discuss social norms relating to cigarettes and what may influence a person's decision to not smoke. 	<ul style="list-style-type: none"> • Explain how social norms around alcohol can influence a person's decision whether to drink or not. 	<p>Strategies to manage a range of influences. Personal and social risks and consequences. Short and long term health risks of legal and illegal substances.</p>
Families and Close Positive	<ul style="list-style-type: none"> • Help their family and friends. • Name important people in their lives 	<ul style="list-style-type: none"> • Help their family. • Talk about family life. 			<ul style="list-style-type: none"> • Give examples of different types of families and respect these differences. 	<ul style="list-style-type: none"> • Explain why some people choose to get married, have a civil ceremony or live together. 			<p>Different types of relationships. Evaluate expectations about gender roles, behaviour and intimacy</p>
Friendships	<ul style="list-style-type: none"> • Be kind and help their friends. 	<ul style="list-style-type: none"> • Be kind, caring and helpful to others. • Politely listen to what others have to say about their lives. • Help a friend if they are sad or worried. 	<ul style="list-style-type: none"> • Help friends when they fall out. 	<ul style="list-style-type: none"> • Give lots of ideas about what makes a good friends and say how they try to be a good friend. • Suggest strategies to someone who feels left out. • Make choices that help them play and work well with others 	<ul style="list-style-type: none"> • Say why friends may fall out and how they can make up. • Know how to look after their friends and stay friends. 	<ul style="list-style-type: none"> • Begin to manage conflict by using negotiation and compromise. 		<ul style="list-style-type: none"> • Work through challenges I have with my friends with respect, assertiveness and understanding. • Give examples of negotiation and compromise. • Use these skills in practical situations. 	<p>Clarify and develop personal values in different friendships. Roles peers play in supporting each other to resist reassure and influence.</p>

Managing hurtful behaviour and bullying			<ul style="list-style-type: none"> • Talk about what bullying is 	<ul style="list-style-type: none"> • Tell someone how they are feeling. • Explain how to get help if they are being bullied or teased, • Use strategies when they feel upset or angry. 	<ul style="list-style-type: none"> • Suggest ways to deal with bullying and prejudice. 	<ul style="list-style-type: none"> • Say what to do if them or a friend is hurt or bullied by another person. • Suggest strategies for dealing with someone who is behaving aggressively. • Give examples of how they support others as a bystander. 	<ul style="list-style-type: none"> • Support someone who is being bullied. 	<ul style="list-style-type: none"> • Explain bystander behaviour by giving examples of what they do if someone is being bullied. • Explain the difference between a passive bystander and an active bystander and give examples of how active bystanders can help. • Give reasons why some people show prejudice behaviour and sometimes bully for this reason. 	Indicators of healthy and unhealthy relationships. How to manage the breakdown of a relationship. Characteristics of abusive behaviours. Impact of stereotyping, prejudice and discrimination. Strategies to manage pressure.
Safe Relationships	<ul style="list-style-type: none"> • Say which trusted adults they can ask for help. • Say the PANTS rule. 	<ul style="list-style-type: none"> • Say which trusted adults at home and school keep them safe. • Talk about safe secrets and surprises make them feel and who to talk to if worried. • Can say no to unwanted touch and ask an adult for help. 	<ul style="list-style-type: none"> • Talk about keeping private parts private. • Give examples of safe and unsafe secrets. • Give example of touches that are ok or not ok. • Identify a safe person to tell if they feel not ok, 	<ul style="list-style-type: none"> • Tell some of the different relationships they have. • Say what qualities a healthy positive relationship has. • Explain what body space is and how it feels when someone is too close. 	<ul style="list-style-type: none"> • Recognise the qualities of a healthy relationship. 	<ul style="list-style-type: none"> • Aware of the warning signs that a relationship could be unhealthy or unsafe. • Develop ideas and opinions based on a current issue and present these with a group. • Name several qualities that make people attractive that are nothing to do with how they look but about how they behave. 	<ul style="list-style-type: none"> • Use assertive behaviours to keep myself safe from peer influence or pressure. • Know types of touch that are against the law and ways to get help if someone experiences inappropriate or illegal touch. 	Portrayal of sex in the media and how it affects expectations. Qualities and behaviours they should expect and exhibit in positive relationships. Strategies to identify and reduce risk from people online. Nature and importance of long term relationships.	

Respect Self and Others	<ul style="list-style-type: none"> • Listen to friends and take turns. 	<ul style="list-style-type: none"> • Show good listening skills. 	<ul style="list-style-type: none"> • Listen to others and wait their turn to speak. • Say ways to show kindness towards others. • Say why sometimes things unfair. 	<ul style="list-style-type: none"> • Be kind and use kind word to my friends. • Explain why it is important to show good listening to people who think differently to me, • Give support to a friend. 	<ul style="list-style-type: none"> • Listen and share their opinions respectfully. • Use respectful language and communication skills when discussing with others. • Accept they may not agree with others. • Talk about examples in the classroom where respect and tolerance have helped to make it a safer, happier place. 	<ul style="list-style-type: none"> • Give examples of choices they make and choices others make for them. • Name some qualities or strategies that help team work, • Aware of others and their needs when working together. • Say how being unique makes everyone special different and valuable. • Demonstrate ways of showing respect to others differences. 	<ul style="list-style-type: none"> • Reflect on their behaviour, attitudes and qualities. 	<ul style="list-style-type: none"> • Show respect to others by using verbal and non-verbal communication. 	<p>That consent is freely given and being pressured or manipulated is not giving consent. Gauge readiness for sexual intimacy.</p>
Aspirations, Work and Career	<ul style="list-style-type: none"> • Keep trying. • Talk about what they are good at and what they enjoy. 	<ul style="list-style-type: none"> • Have a go at something new. • Keep trying if the way they choose doesn't work. 	<ul style="list-style-type: none"> • Be persistent when learning a new skill. • Explain why praise helps them to keep trying. 	<ul style="list-style-type: none"> • Explain what happens when they learn something new. • Explain how setting a goal helps them to achieve what they want to do. 	<ul style="list-style-type: none"> • Collaborate with a team to achieve a goal. • Set goals and make a plan to develop a new skill. 		<ul style="list-style-type: none"> • Think of ways to improve a skill and the strategies that will help them to do this. • Give examples of how they are independent and manage their own successes. 	<ul style="list-style-type: none"> • Set goals so that they can achieve an aspiration. • Explain how they overcome problems and challenges on the way to achieving their goal. 	<p>Study, organisational, research and presentational skills. Set realistic yet ambitious targets and goals. Routes into work, training and other opportunities. Different types and patterns of work. Employment rights and responsibilities.</p>
Economic Wellbeing		<ul style="list-style-type: none"> • Talk about looking after money. 	<ul style="list-style-type: none"> • Tell you some things that money is spent on. 	<ul style="list-style-type: none"> • Make choices with money. 	<ul style="list-style-type: none"> • Identify different times and reasons to spend money. • Give examples how people earn money. 	<ul style="list-style-type: none"> • Give examples of choices and decisions with money that will affect them. • Explain how others have a financial responsibility to their families and community. 	<ul style="list-style-type: none"> • Suggest ways to spend and save money responsibility. • Explain some things about finance and money. • Name a person who deals with money in the community. 	<ul style="list-style-type: none"> • Talk about how money is earned, the differences in income and how public services are supported by tax payers. 	<p>Assess and manage risk in financial decisions. Influence of advertising on financial decisions.</p>

Media Literacy and Digital Resilience					<ul style="list-style-type: none"> Spot facts and opinions to help me share ideas. 	<ul style="list-style-type: none"> Give my own opinion based on facts, opinions and other influences. 	<ul style="list-style-type: none"> Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. Give examples of why posting an inaccurate or selective impression of themselves could be harmful for people that do it 	<ul style="list-style-type: none"> Tell the difference between fact and opinion and explain what bias means. Recognise how media can reinforce gender stereotypes and begin to challenge this. Recognise how media stereotypes can affect how people feel about their own body image. Discuss why people post online and the positive and negative effects relating to social media. 	Features of the internet can amplify risks and opportunities. Benefits and positive use of social media. Make informed decisions about whether different media and digital content is appropriate to view Respond appropriately when things go wrong online.
Communities	<ul style="list-style-type: none"> Can say how they are the same and different to their friends. Make caring choices for their world. 	<ul style="list-style-type: none"> Recognise and be sensitive to the differences of others. 	<ul style="list-style-type: none"> Say ways which people are similar and different Name ways to look after their home and school. 	<ul style="list-style-type: none"> Name some ways they can look after their environment. Be respectful to those who are different to me. 	<ul style="list-style-type: none"> Give examples of different community groups and what is good about having different groups. Name and use different qualities needed for people from a diverse range of backgrounds need in order to get on together. 	<ul style="list-style-type: none"> Give different examples of some of the things they do to help look after their environment. Say how differences sometimes cause conflict but can also be something to celebrate. Explain why it is important to challenge stereotypes that might be applied to them or others. 	<ul style="list-style-type: none"> Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this, Identify how the responsibilities of others impact me and my community. Give examples of different faiths and cultures and positive things about having these differences Empathise with people who have been and currently are subjected to injustice, including through racism. 	<ul style="list-style-type: none"> Suggest ways that they can help their environment. Describe how empathy can help people to be more tolerant and understanding of those who are different to them. 	

<p style="text-align: center; color: yellow; font-weight: bold;">Shared Responsibility</p>		<ul style="list-style-type: none"> • Help to clean and tidy the classroom. • Tell some ways to look after the world 	<ul style="list-style-type: none"> • Look after a special person or thing. 			<ul style="list-style-type: none"> • Name rights and responsibilities they have. • Share ideas and make decisions that affect others. 	<ul style="list-style-type: none"> • Give examples of barriers that can stop others following their responsibilities. • Reflect on how individual or group actions can impact on others in a positive or negative way. • Give examples of some of the rights and responsibilities they have as they grow older, at home, community and the environment. • Give real examples of how they relate to me. 	<ul style="list-style-type: none"> • Describe how a group of people can make a change. • Reflect on their role in making change in their community or environment. • Give examples of why we need a democratic society and how laws keep us safe. 	