

PSHE Skills, Knowledge and Progression Plan 2022-2023

EYFS: Personal, Social and Emotional Development

Starting with the child, we begin to build the foundations required for children to be able to express themselves, form positive relationships with their peers and adults, knowing what acceptable behaviour looks and sounds like. During the Autumn term, the children begin to learn more about themselves and others, knowing that we like and dislike different things and how we show sensitivity to the needs of other children, when their needs may differ to our own. As the children begin to settle, they may be encouraged to try new activities, where they will demonstrate perseverance and resilience, sometimes in the face of a challenge. Our children will be able to: -Show an understanding of their own feelings and those of others and begin to regulate their behaviours accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. -Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and to others' needs.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Me, my body, my health.	Belonging to a community Keeping safe	Emotional Wellbeing.	Money and work. Growth mindset.	Personal relationships	Growing and changing.
Key Concepts						
Critical Knowledge	To know we are all unique individuals.	To know examples of rules in different situations.	To know that it is natural for us to relate to and trust one another;	To know that everyone has different strengths, in and out of school	To know that some relationships are positive and others are negative.	To recognise what makes them special and unique including their

	<p>To know we all have individual gifts, talents and ability</p> <p>To know to maintain personal hygiene.</p> <p>To know what constitutes a healthy life-style, including physical activity, dental health and healthy eating.</p>	<p>To know that different people have different needs</p> <p>To know how we care for people, animals and other living things in different ways</p> <p>To know how they can look after the environment, e.g. recycling</p> <p>To know how rules can help to keep us safe</p> <p>To know basic rules for keeping safe online</p> <p>To know whom to tell if they see something online that makes them feel unhappy, worried, or scared</p>	<p>To know that we all have differences but also have similar needs.</p> <p>To know a language to describe our feelings.</p> <p>To know that feelings and actions are two different things.</p> <p>To know simple strategies for managing feelings and for good behaviour;</p> <p>To know that choices have consequences;</p> <p>To know that when we make mistakes we are called to receive forgiveness and to forgive others when they do.</p>	<p>about how different strengths and interests are needed to do different jobs</p> <p>To know about people whose job it is to help us in the community</p> <p>To know about different jobs and the work people do</p>	<p>To identify special people (e.g. friend, carers, friends) and what makes them special</p> <p>To know there are different types of family</p> <p>To know their behaviour affects other people and that there are appropriate and inappropriate behaviours</p> <p>To recognise when people are being unkind to them and others and how to respond</p> <p>To know about different types of teasing and bullying.</p>	<p>likes, dislikes and what they are good at</p> <p>To know how to manage and whom to tell when finding things difficult, or when things go wrong</p> <p>To know they are the same and different to others</p> <p>To know how to recognise feelings in themselves and others</p> <p>To know how feelings can affect how people behave</p>
Year 2	Physical health and mental wellbeing	Families and friendship.	Keeping safe.	Life cycles. Growing and changing.	Money and work. Media literacy and digital resilience.	Living in the wider world.
Key Concepts						
Critical Knowledge	<p>To know about routines and habits for maintaining good physical and mental health</p> <p>To know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</p>	<p>To know how to be a good friend, e.g. kindness, listening, honesty</p> <p>To know about different ways that people meet and make friends</p> <p>To know about what causes arguments between friends</p>	<p>To know how recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</p> <p>To use simple rules for resisting pressure when they feel safe or uncomfortable</p>	<p>To know about the human life cycle and how people grow from young to old</p> <p>To know how our needs and bodies change as we grow up</p> <p>To identify and name the main parts of the body including external</p>	<p>To know about what money is and its different forms e.g. coins, notes, and ways of paying for things</p> <p>To know that people are paid money for the job they do</p> <p>To know how to recognise the difference</p>	<p>To know that they belong to various communities such as home, school, parish, the wider local community and the global community</p> <p>To know that their behaviour has an impact on the</p>

	<p>To know how to describe and share a range of feelings</p> <p>To know ways to feel good, calm down or change their mood</p> <p>To know how to manage big feelings including those associated with change, loss and bereavement</p> <p>To know when and how to ask for help, and how to help others, with their feelings</p>	<p>To know how to positively resolve arguments between friends</p> <p>To know how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</p>	<p>The know the difference between good and bad secrets</p> <p>To know about identifying and correctly name their 'private parts' for the purposes of safeguarding them from sexual exploitation (PANTS)</p>	<p>genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>To know about change as people grow up, including new opportunities and responsibilities</p>	<p>between needs and wants</p> <p>To know the ways in which people can access the internet e.g. phones, tablets, computers</p> <p>To recognise the purpose and value of the internet in everyday life</p> <p>To recognise that some content on the internet is factual and some is for entertainment</p>	<p>communities to which they belong</p> <p>To know that people and other living things have needs and that they have responsibilities to meet them</p> <p>To know about what harms and improves the world in which they live</p> <p>To know how diseases are spread and can be controlled and the responsibilities that they have for their own health and that of others.</p>
Year 3	Physical health and mental wellbeing	Emotional wellbeing	Keeping safe. Media literacy and digital resilience.	Personal relationships.	Money and work.	Living in the wider world.
Key Concepts						
Critical Knowledge	<p>To know about the choices that people make in daily life that could affect their health</p> <p>To know what can help people to make healthy choices and what might negatively influence them</p> <p>To know the positive and negative effects of habits, such as regular exercise or eating too</p>	<p>To know their emotions may change as they approach as they grow and get older.</p> <p>To extend their vocabulary to deepen their understanding of the range and intensity of feelings.</p> <p>To know what positively and negatively affects their physical, mental and emotional health (including media</p>	<p>To know how to predict, assess and manage risk in everyday situations</p> <p>To know the importance of following safety rules from parents and other adults</p> <p>To know how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p>	<p>To know the characteristics of positive and negative relationships</p> <p>To identify special people (e.g. friend, carers, friends) and what makes them special</p> <p>To know there are different family structures and these should be respected</p>	<p>To know about jobs that people may have from different sectors e.g. teachers, business people, charity work</p> <p>To know that people can have more than one job at once or over their lifetime</p> <p>To know about common myths and gender stereotypes related to work</p>	<p>To know that there are some cultural practices which are against British and universal rights (e.g. honour based violence and forced marriage, human trafficking etc)</p> <p>To know that bacteria and viruses can affect health and that following simple routines and medical</p>

	<p>much sugar, on a healthy lifestyle</p> <p>To know what is meant by a healthy, balanced diet</p> <p>To know that regular exercise has positive benefits for their mental and physical health</p> <p>To know about the things that affect feelings both positively and negatively</p> <p>To know strategies to identify and talk about their feelings</p> <p>To know about some of the different ways people express feelings e.g. words, actions, body language</p> <p>To recognise how feelings can change overtime and become more or less powerful</p>	<p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>To know that some behaviour is unacceptable, unhealthy or risky.</p> <p>To know strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources.</p>	<p>To know how the internet can be used positively for leisure, for school and for work</p> <p>To recognise that images and information online can be altered or adapted and the reasons for why this happens</p> <p>To evaluate whether a game is suitable to play or a website is appropriate for their age-group</p> <p>To make safe, reliable choices from search results</p> <p>To know how to report something seen or experienced online that concerns them</p>	<p>To know how their behaviour affects other people and that there are appropriate and inappropriate behaviours</p> <p>To recognise when people are being unkind to them and others and how to respond</p> <p>To know different types of teasing and bullying which are wrong and unacceptable</p>	<p>To know how to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> <p>To know about some of the skills needed to do a job, such as teamwork and decision-making</p> <p>To recognise their interests, skills and achievements and how these might link to future jobs</p> <p>To know how to set goals that they would like to achieve this year e.g. learn a new hobby</p>	<p>interventions can reduce their spread</p> <p>To know that there is a range of different types of people with different identities living in the United Kingdom.</p>
Year 4	Families, friendships and safe relationships.	Belonging to a community. Media literacy.	Keeping safe.	Respecting ourselves and others.	Me, my body and my health.	Life cycles.
Key Concepts						
Critical Knowledge	To know about the features of positive healthy friendships such as mutual respect, trust and sharing interests	To know the meaning and benefits of living in a community To recognise that they belong to different	To recognise their increasing independence brings increased responsibility to keep themselves and others safe	To recognise differences between people such as gender, race, faith To recognise what they have in common with others e.g. shared	To know everyone expresses their uniqueness in different ways.	To know how a baby grows and develops in its mother's womb To recognise the differences that occur at

	<p>To know strategies to build positive friendships To know how to seek support with relationships if they feel lonely or excluded To know how to communicate respectfully with friends when using digital devices To know what to do or whom to tell if they are worried about any contact online</p> <p>To differentiate between playful teasing, hurtful behaviour and bullying, including online To know how to respond if they witness or experience hurtful behaviour or bullying, including online To recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable To know when it is right to keep or break a confidence or share a secret</p>	<p>communities as well as the school community To know about the different groups that make up and contribute to a community To know about the individuals and groups that help the local community, including through volunteering and work To know how to show compassion towards others in need and the shared responsibilities of caring for them</p> <p>To know that everything shared online has a digital footprint To know that organisations can use personal information to encourage people to buy things To know how to compare content shared for factual purposes and for advertising To know that search results are ordered based on the popularity of the website and that this can affect what information people access</p>	<p>To know how to use technology safely To know that not all images, language and behaviour are appropriate To judge what kind of physical contact is acceptable or unacceptable and how to respond To know that there are a number of different people and organisations they can go to for help in different situations and how to contact them To know how to report and get help if they encounter inappropriate materials or messages</p>	<p>values, likes and dislikes, aspirations To know about the importance of respecting the differences and similarities between people To use a vocabulary to sensitively discuss difference and include everyone</p>	<p>To know strategies to develop self-confidence and self-esteem. To know their body will change and develop as they grow. To know about the growth and development of humans and the changes experienced during puberty. The names of the main parts of the body, including identifying and correctly naming genitalia. To know how to make informed choices that have an impact on their health.</p>	<p>each stage of a human being's development. To know the nature and role of menstruation in the fertility cycle To know how human life is conceived in the womb.</p>
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	<p>To know how to recognise risks online such as harmful content or contact</p> <p>To know how people may behave differently online including pretending to be someone they are not</p>					
Year 5	Me, my body and my health.	Respecting ourselves and others. Belonging to a community.	Keeping safe.	Emotional wellbeing.	Personal relationships.	Money and work.
Key Concepts						
Critical Knowledge	<p>To know everyone expresses their uniqueness in different ways and that being different is not always easy.</p> <p>To know strategies to develop self-confidence and self-esteem.</p> <p>To know each person has a purpose in the world.</p> <p>To know that similarities and differences between people arise from several different factors.</p> <p>To know their body will change and develop as they grow.</p> <p>To know about the growth and</p>	<p>To know about how resources are allocated and the effect this has on individuals, communities and the environment</p> <p>To know the importance of protecting the environment and how everyday actions can either support or damage it</p> <p>To know about the way that money is spent and how it affects the environment</p> <p>To express their own opinions about their responsibility towards the environment</p>	<p>To identify when situations are becoming risky, unsafe or an emergency</p> <p>To identify occasions where they can help take responsibility for their own safety</p> <p>To know how to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</p> <p>To know how to deal with common injuries using basic first aid techniques</p> <p>To know how to respond in an emergency, including when and how to</p>	<p>To know their emotions may change as they approach as they grow and move through puberty.</p> <p>To extend their vocabulary to deepen their understanding of the range and intensity of feelings.</p> <p>To know what positively and negatively affects their physical, mental and emotional health (including media).</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p>	<p>To know how to maintain positive relationships and strategies to use when relationships go wrong</p> <p>To know there are different types of relationships including those between acquaintances, friends, relatives and family</p> <p>To know how to make informed choices in relationships and that choices have positive, neutral and negative consequences</p> <p>To have an awareness of bullying (including cyber-bullying) and how to respond</p>	<p>To know how to identify jobs that they might like to do in the future</p> <p>To know about the role ambition can play in achieving a future career</p> <p>To know how or why someone might choose a certain career</p> <p>To know about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</p> <p>To know the importance of diversity and inclusion to promote</p>

	<p>development of humans and the changes experienced during puberty.</p> <p>To know the names of the main parts of the body, including identifying and correctly naming genitalia.</p> <p>To know how to make informed choices that have an impact on their health</p>	<p>To recognise that everyone should be treated equally</p> <p>To know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>To know what discrimination means and different types of discrimination e.g. racism, sexism, Homophobia</p> <p>To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</p> <p>To know ways to safely challenge discrimination</p>	<p>contact different emergency services</p>	<p>To know that some behaviour is unacceptable, unhealthy or risky.</p> <p>To know strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources.</p>	<p>To know about harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond</p> <p>To recognise and manage risk, to develop resilience and learn how to cope with 'dares' and other ways in which people can be pressurised</p> <p>To know about changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes</p>	<p>people's career opportunities about stereotyping in the workplace, its impact and how to challenge it</p> <p>To know that there is a variety of routes into work e.g. college, apprenticeships, university, training</p>
Year 6	Physical health and mental wellbeing.	Keeping safe.	Respecting ourselves and others.	Families and friendships.	Life cycles	Living in the wider world.
Key Concepts						
Critical Knowledge	<p>To know that mental health is just as important as physical health and that both need looking after</p>	<p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p>	<p>To know about the link between values and behaviour and how to be a positive role model</p> <p>To know how to discuss issues respectfully</p>	<p>To know what it means to be attracted to someone and different kinds of loving relationships</p>	<p>To know how a baby grows and develops in its mother's womb</p> <p>To recognise the differences that occur at</p>	<p>To know that there are some cultural practices which are against British and universal rights (e.g. honour based violence and forced</p>

	<p>To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</p> <p>To know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</p> <p>To know that there are situations when someone may experience mixed or conflicting feelings</p> <p>To know how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</p> <p>To know the importance of asking for support from a trusted adult</p> <p>To know about the changes that may occur in life including death, and how these can cause conflicting feelings</p> <p>To know about the process of grieving and how grief can be expressed</p> <p>To know how balancing time online with other activities helps to maintain their health and wellbeing</p>	<p>To know that not all images, language and behaviour are appropriate</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>To know that there are a number of different people and organisations they can go to for help in different situations and how to contact them</p> <p>To know how to report and get help if they encounter inappropriate materials or messages</p> <p>To identify when situations are becoming risky, unsafe or an emergency</p>	<p>To know how to listen to and respect other points of view</p> <p>To know how to constructively challenge points of view they disagree with</p> <p>To know ways to participate effectively in discussions online and manage conflict or disagreements</p>	<p>To know that people who love each other can be of any gender, ethnicity or faith</p> <p>To know the difference between gender identity and sexual orientation and everyone's right to be loved</p> <p>To know about the qualities of healthy relationships that help individuals flourish</p> <p>To know ways in which couples show their love and commitment to one another, including those who are not married or who live apart</p> <p>To know what marriage and civil partnership mean</p> <p>To know that people have the right to choose whom they marry or whether to get married</p> <p>To know that to force anyone into marriage is illegal</p>	<p>each stage of a human being's development.</p> <p>To know the nature and role of menstruation in the fertility cycle</p> <p>To know how human life is conceived in the womb, including the language of sperm and ova.</p>	<p>marriage, human trafficking etc)</p> <p>To know that bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p> <p>To know about the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</p>
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To know strategies to manage time spent online and foster positive habits e.g. switching phone off at night					
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