



Personal, Social, Health and Economic (PSHE)

Progression of knowledge and Skills

| Health and Wellbeing | |
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| Year 1 | <p>Recognise what they like and dislike. How to make real, informed choices that improve physical and mental health. Recognise family networks, and who to go to if they are worried. Learn about good and not so good feelings and use appropriate vocabulary to describe their feelings to others. Develop simple strategies for managing feelings.</p> <p>Know that household products, including medicines, can be harmful.</p> |
| Year 2 | <p>Think about themselves and learn from their experiences. Recognising and celebrating their strengths. The names for the parts of the body (including external genitalia) and the similarities and differences between boys and girls.</p> <p>Recognise that they share a responsibility for keeping themselves and others safe. Know ways of keeping physically and emotionally safe.</p> |
| Year 3 | <p>Learn about people who are responsible for helping them to stay healthy and safe. Learn how to resist pressure when they believe something is wrong. Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous. Deepen their understanding of good and not so good feelings and extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>Identify what positively and negatively affects their physical, mental and emotional health (including the media).</p> |
| Year 4 | <p>Recognise that images in the media do not always reflect reality and can affect how people feel about themselves. Understand basic emergency aid procedures and where and how to get help.</p> <p>Recognise they may experience conflicting emotions. Differentiate between the terms 'risk', 'danger', and 'hazard'.</p> <p>Celebrate their achievements, identify their strengths and areas for improvement. Have high aspirations.</p> |
| Year 5 | <p>Recognise that their increasing independence brings increased responsibility to keep themselves and others safe. Deepen their understanding of risk by recognising, predicting and assessing risks in different situations. Use this as an opportunity to improve resilience.</p> <p>Know their bodies will, and emotions may, change as they approach and move through puberty. Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety. Know that some are legal whilst others are illegal.</p> |
| Year 6 | <p>Know the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Further understanding of their physical and emotional health.</p> <p>Know about human reproduction and about taking care of their body. Understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact.</p> <p>Learn about the variety of sources that pressure to behave in an unhealthy or risky way may come from.</p> |

| Relationships | |
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| Year 1 | <p>Communicate own feelings to others and how others show feelings and how to respond. Recognise how their behaviour affects other people.</p> <p>To identify their special people (family, friends and carers) and what makes them special and how special people should care for one another.</p> |
| Year 2 | <p>Identify the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</p> <p>Be able to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>Identify and respect the differences and similarities between people.</p> <p>Know that teasing and bullying are wrong and unacceptable. Learn strategies how to resist if this is experienced or witnessed and whom to go to and how to get help.</p> |

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| Year 3 | Recognise and respond appropriately to a wider range of feelings in others. Be able to judge what kind of physical contact is acceptable or unacceptable and how to respond. Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. Be aware of different types of relationship. |
| Year 4 | Develop the concept of 'keeping something confidential or secret' when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. Recognise ways in which a relationship can be unhealthy. Identify and learn about examples of loving relationships. Recognise and challenge stereotypes. Recognise and manage 'dares'. |
| Year 5 | Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. Know how to respond to discrimination, teasing, bullying and aggressive behaviours. Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise. Work collaboratively towards shared goals. Be aware that marriage is a commitment freely entered into by both people. |
| Year 6 | Learn about the difference between sex, gender identity and sexual orientation and the terms associated with each of these areas. Differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (Equality Act 2) Learn to recognise bullying and abuse in all forms (including prejudice-based bullying both in person and online/ via text). Listen and respond respectfully to a wide range of people. Learn to, when necessary, constructively challenge the opinions of others. |

| Living in the Wider World | |
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| Year 1 | Know how to contribute to the life of the classroom. Help to construct rules and agree to follow these. To think about the lives of people living in other places, and people with different values and customs. |
| Year 2 | Understand how the class rules they have helped to construct rules help them. Identify what improves and harms their local natural and built environments. Learn about the role money plays in their lives including how to manage their own money. Recognise that money comes from different sources and can be used for different purposes. Think about the lives of people living in other places, and people with different values and customs. |
| Year 3 | Recognise there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. Recognise why and how rules and laws that protect themselves and others are made and enforced. Learn to resolve differences by looking at alternatives, seeing and respecting others' points of view. Develop a deeper understanding of the lives of people living in other places, and people with different values and customs. Research, discuss and debate topical issues, problems and events concerning health and wellbeing and begin to offer their recommendations to appropriate people. |
| Year 4 | Recognise what being part of a community means, and about the varied institutions that support communities locally and nationally. Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom Develop a deeper understanding of the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. |
| Year 5 | Explore and critique how the media present information. Realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals or communities. Understand that everyone has human rights and that children have their own special rights set out in the UN Declaration of the Rights of the Child. Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. |
| Year 6 | Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT). Know that there are some cultural practices which are against British law and universal human rights and be able to identify some. Learn about enterprise and the skills that make someone 'enterprising'. To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. |