

## PSHE - Progression of knowledge and skills

### EYFS:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour 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 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 try to 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.

### KS1 & KS2

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

	EYFS	Class 2	Class 3	Class 4
	Pupils can:	Pupils can:	Pupils can:	Pupils can:
<b>RSE</b>	<p>Humans Name the different stages in childhood and growing up.</p> <p>To know how to keep themselves safe.</p> <p>To be able to name different parts of the body.</p> <p>explain which parts of their body are kept private and safe and why.</p> <p>Tell or ask an appropriate adult for help if they feel unsafe.</p>	<p>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</p> <p>Understand and explain the simple bodily processes associated with them</p> <p>Identify parts of the body that are private;</p> <p>Describe ways in which private parts can be kept private;</p> <p>Identify people they can talk to about their private parts</p> <p>Identify which parts of the human body are private;</p>	<p>Understand what is meant by the term body space (or personal space)</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.</p> <p>Know who they could ask for help a secret made them feel uncomfortable or unsafe</p> <p>Understand how the onset of puberty can have emotional as well as physical impact</p> <p>Suggest reasons why young people sometimes fall out with their parents;</p>	<p>Identify some products that they may need during puberty and why.</p> <p>Know what menstruation is and why it happens.</p> <p>Know the correct words for the external sexual organs;</p> <p>Discuss some of the myths associated with puberty.</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it.</p> <p>Understand what FGM is and that it is an illegal practice in this country.</p> <p>Know where someone could get support if</p>

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		<p>Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p>Identify people who are special to them;</p> <p>Explain some of the ways those people are special to them.</p>	<p>Take part in a role play practising how to compromise.</p> <p>Know the key facts of the menstrual cycle;</p> <p>Understand that periods are a normal part of puberty for girls;</p> <p>Identify some of the ways to cope better with periods.</p>	<p>they were concerned about their own or another person's safety.</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty.</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur;</p> <p>Know a variety of ways in which the sperm can fertilise the egg to create a baby;</p> <p>Know the legal age of consent and what it means</p>
<b>Healthy Relationships</b>	<p>Talk about similarities and differences.</p> <p>Name special people in their lives.</p> <p>Describe different feelings.</p> <p>Identify who can help if they are sad, worried or scared.</p> <p>Identify ways to help others or themselves if they are sad or worried.</p> <p>Understand that they can make a difference.</p> <p>Identify how they can care for their home, school and special people.</p>	<p>To know the difference between a secret and a surprise. To learn the PANTS rules (inappropriate touches).</p> <p>To know the difference between unkindness, teasing and bullying. know where to go for help in a bullying situation.</p> <p>To learn strategies for dealing with bullying.</p> <p>To learn strategies for resolving conflict.</p> <p>To learn to value differences. To learn different ways to show kindness to others.</p> <p>To know that most friendships have ups and downs, and that these can</p>	<p>To define and demonstrate cooperation and collaboration.</p> <p>To learn and suggest strategies to maintain a positive relationship.</p> <p>To know and explain the difference between danger and risk.</p> <p>To identify and understand what is meant by the term personal space.</p> <p>To demonstrate strategies for resolving conflict.</p> <p>To recognise who they have positive and healthy relationships with.</p> <p>To know that the same principles apply to online relationships as face to face relationships.</p>	<p>To identify the consequences of positive and negative behaviour on themselves and others.</p> <p>To explain what is meant by the term negotiation and compromise.</p> <p>To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>To develop an understanding of discrimination and injustice.</p> <p>To identify what things, make a relationship healthy or unhealthy.</p> <p>To demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p> <p>To know the importance of respecting others, even when they are very different from them.</p>

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	<p>Talk about how they can make an impact on the natural world.</p> <p>Talk about similarities and differences between themselves.</p> <p>Demonstrate building relationships with friends.</p>	<p>often be worked through and that resorting to violence is never right.</p>		<p>To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical contact.</p>
<b>Health and Wellbeing</b>	<p>Learn and use strategies or skills in approaching challenges.</p> <p>Understand that they can make healthy choices.</p> <p>Name and recognise how healthy choices can keep us well.</p> <p>Develop their confidence and resilience towards having a growth mindset</p> <p>Name and choose healthy foods and drink.</p> <p>Understand there are some foods that are a “just sometimes” food or drink (eating in moderation).</p> <p>Describe the changes in their</p>	<p>To know how the school rules keep everybody safe.</p> <p>To recognise emotions and physical feelings associated with feeling unsafe. To identify people who can help when feeling un safe.</p> <p>To identify situations in which they would feel safe or unsafe.</p> <p>To recognise exercise and sleep are important to health.</p> <p>To understand the body gets energy from food, water and oxygen.</p> <p>To describe simple hygiene routines such as hand washing.</p> <p>To know about personal hygiene and germs including Bacteria, viruses, how they are spread and treated.</p>	<p>To recognise risk factors in given situations.</p> <p>To define the terms danger, risk, hazard, and explain the difference between them. To explain how different people in the school and local community help them stay healthy and safe.</p> <p>To understand some of the key risks and effects of smoking and drinking alcohol.</p> <p>To understand that medicines are drugs. To suggest strategies for limiting the spread of infectious diseases.</p> <p>To know and explain strategies for safe online sharing.</p> <p>To recognise that feelings might change towards someone once they have further information.</p>	<p>To know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should respect others, including those in positions of authority.</p> <p>To know what is meant by the term 'habit' and why habits can be hard to change.</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>To know that all medicines are drugs but not all drugs are medicines.</p> <p>To understand some basic laws in relation to drugs and explain why there are laws in this country.</p> <p>To describe how the five ways to wellbeing contribute to a healthy lifestyle.</p> <p>To demonstrate strategies to deal with both face-to-face and online bullying.</p>

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	<p>body during exercise and what is happening to their body.</p> <p>Explain how exercise can help us stay well - physically and mentally.</p> <p>Name some ways to keep their body fit and well</p>			
<b>Growing and Changing</b>	<p>Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p> <p>Talk about how they have changed as they have grown.</p> <p>Explain the differences between babies, children, and adults.</p> <p>Understand that we are all unique.</p> <p>Explain which parts of their body are kept private and safe and why.</p> <p>Tell or ask an appropriate adult for help if they feel unsafe.</p>	<p>To identify things that children can do as a baby, toddler and now.</p> <p>To names major internal body parts.</p> <p>To understand and explain the simple bodily processes associated with them.</p> <p>To identify parts of the body that are private.</p> <p>To recognise that learning a new skill requires practice and the opportunity to fail.</p> <p>To suggest actions that will contribute positively to the life of the classroom.</p> <p>To know the importance of looking after things that belong to themselves or to others.</p>	<p>To recognise their own skills and those of other children in the class.</p> <p>To reflect on a celebrate their achievements, identify their strengths and areas for improvements, set high aspirations and goals.</p> <p>To describe some of the changes that happen to people during their lives.</p> <p>To recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others feelings.</p>	<p>Describe the different ways money can be saved, outlining the pros and cons of each method.</p> <p>Know the costs involved in producing and selling an item.</p> <p>To understand why people don't tell the truth and often post only the good bits about themselves, online</p> <p>To recognise that people's lives are much more balanced in real life, with positives and negatives.</p> <p>To know what menstruation is and why it happens.</p> <p>To define the word 'puberty' giving examples of some of the physical and emotional changes associated with it.</p> <p>To know a variety of ways in which the sperm can fertilise the egg to create a baby. (year 6)</p> <p>To know the legal age of consent and what it means. (year 6)</p>
<b>E Safety</b>	Increasingly know who to tell if something they see makes	Develop E-safety practices and use technology safely and respectfully.	Use technology safely, respectfully and responsibly.	Recognise acceptable/unacceptable behaviour.

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	<p>them worried or uncomfortable.</p> <p>Understand they should ask permission when capturing an image or recording a sound of others.</p> <p>Take sensible pictures.</p>	<p>Understand the need to keep personal information private.</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Begin to respect copyright and ownership.</p>	<p>Identify a range of ways to report concerns about content and contact.</p> <p>To recognise safe websites and know the signs of an unsafe website.</p>	<p>Apply copyright rules in their work and recognise sources used.</p>
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