

PSHE Knowledge and Skills Progression

Subject content EYFS				
Year	Topic	Knowledge	Skills	Vocabulary
F	Me and My Relationships	<p>Know their own interests</p> <p>Know how they are the same or different to others</p> <p>Know how to talk about themselves positively</p> <p>Know how to listen and respond appropriately</p> <p>Know who the most important people are in their lives</p> <p>Know that we have different special people</p> <p>Know people outside of the family that care for them</p> <p>Know when they might feel unsafe or unhappy</p> <p>Know the people who help them</p> <p>Know how to help a friend in need</p> <p>Know different emotions</p> <p>Know how to change their feelings and calm down</p> <p>Know ways to help a friend who is sad</p> <p>Know how to help themselves when they are feeling sad.</p>	<ul style="list-style-type: none"> • Talk about their own interests. • Talk about their families. • Talk about how they are the same or different to others. • Share their favourite interests and objects. • Talk about themselves positively. • Listen to what others say and respond. • Talk about the important people in their lives. • Understand that we have different special people. • Name key people outside of families that care for them. • Talk about when they might feel unsafe or unhappy. • Name the people who will help them. • Notice when a friend is in need at school and help them. • Describe different emotions. • Explore how we feel at certain times or events. • Identify ways to change feelings and calm down. • Identify events that can make a person feel sad. • Suggest ways in which they can help a friend who is sad. • Choose ways to help themselves when they feel sad. 	<p>Special practice effort same different family help special people friends' feelings happy sad kind helpful</p>
F	Valuing Differences	<p>Know their own positive attributes</p> <p>Know what they like and dislike</p> <p>Know how to listen and respect the ideas of others</p> <p>Know some differences and similarities between their friends/peers</p> <p>Know and retell a story</p> <p>Know about their family customs and traditions.</p>	<ul style="list-style-type: none"> • Describe their own positive attributes. • Share their likes and dislikes. • Listen to and respect the ideas of others. • Recognise the similarities and differences amongst their peers. • Discuss why differences should be celebrated. • Retell a story. • Talk about their family, customs, and traditions. • Listen to others talk about their experiences. • Compare their own experiences with those of others. • Recognise the similarities and differences between their home and those of others. • Talk about what makes their home feel special and safe. • Be sensitive towards others. • Suggest ways in which we can be kind towards others. • Demonstrate skills in cooperation with others. 	<p>Special likes dislikes favourite same different family kindness new friend friendship</p>

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F	Keeping Myself Safe	<p>Know some things that keep their bodies safe, clean and protected</p> <p>Know how to recognise things that might not be safe</p> <p>Know what our bodies need to stay well</p> <p>Know some hazards and how to stay safe inside and outside</p> <p>Know who they can ask for help</p> <p>Know how to keep themselves safe and know about safe touches and consent</p> <p>Know how to stay safe on electronic devices</p> <p>Know what to do if they feel unsafe online</p> <p>Know who helps keep them safe in their lives and community</p> <p>Know ways to keep safe in their environment</p>	<ul style="list-style-type: none"> • Name things that keep their bodies safe. • Name things that keep their bodies clean and protected. • Think about how to recognise things that might not be safe. • Make safe decisions about items they don't recognise. • Talk about what our bodies need to stay well. • Name the safe ways to store medicine and who can give it to children (adults). • Name some hazards and ways to stay safe inside. • Name some hazards and ways to stay safe outside. • Show how to care for the safety of others. • Name the adults who they can ask for help from and will keep them safe. • Recognise the feelings they have when they are unsafe. • Talk about keeping themselves safe, safe touches and consent. • Share ideas about activities that are safe to do on electronic devices. • What to do and who to talk to if they feel unsafe online. • Name the people in their lives who help to keep them safe. • Name people in their community who help to keep them safe. • Talk about ways to keep themselves safe in their environment. 	<p>Keep clean keep safe sleep water food fresh air cuddle medicine chemist doctor grown up unsafe detective tummy feelings uncomfortable worried tell adult trust address</p>
F	Rights and Responsibilities	<p>Know the special people in their lives</p> <p>Know that their special people can be different to those of others</p> <p>Know how to care for a friend in need</p> <p>Know ways to help others in their community and at home</p> <p>Know how to look after their learning environment</p> <p>Know how to help take care of the environment</p> <p>Know what can happen to living things if the environment is not cared for</p>	<ul style="list-style-type: none"> • Name the special people in their lives. • Understand that our special people can be different to those of others. • Talk about why friends are important and how they help us. • Identify ways to care for a friend in need. • Identify ways to help others in their community. • Identify ways in which they help at home. • Recognise the importance of taking care of a shared environment. • Name ways in which they can look after their learning environment. • Think about what makes the world special and beautiful. • Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. • Talk about what can happen to living things if the world is not cared for. • Recognise coins and other items relating to money. • Identify the uses of money. • Talk about why it's important to keep money safe. • Identify ways to save money. • Talk about why we save money. 	<p>Family look after help each other be alone friends working together responsibility helpful caring environment litter electricity pollution recycling money shop buy cost pay save safe place</p>

PSHE Knowledge and Skills Progression

F	<p>Growing and Changing</p>	<p>Know the different seasons and the differences between them. Know the term resilience and how they have shown it. Know that humans and animals change in appearance over time. Know relevant vocabulary related to changing and growing and different stages of life. Know that a baby is grown inside a mother's tummy Know the differences between themselves, others and between babies, children and adults. Know the names of the body including using reproductive language Know which parts of their body should be kept private and safe and know why. Know who to tell and ask for help if they feel unsafe.</p>	<ul style="list-style-type: none"> Name the different seasons and describe their differences. Explain the changes that occur as seasons change. Talk about how they have grown in resilience. To understand that animals and humans change in appearance over time. Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). Make observations and ask questions about living things. Retell a story and respond to questions about it. Use the language and describe the different life stages of: baby, child, teenager, adult, older age. Explain that a baby is made by a woman and a man and grows inside a mother's tummy. Understand that every family is different. Talk about similarities and differences between themselves and others. Talk about how they have changed as they have grown. Explain the differences between babies, children, and adults. Understand that we are all unique. Name parts of the body (including reproductive parts) using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe. 	<p>Seasons spring summer autumn winter cycle growing life cycles baby child teenager adult old age family love care grow private parts penis vulva</p>
F	<p>Being My Best</p>	<p>Know that it is okay not to achieve a goal. Know a strategy of how to overcome a challenge. Know that skills take time to learn. Know healthy choices for food and drink and that some foods are not healthy but can be eaten in moderation. Know the different food groups. Know what happens to their body during exercise Know some ways to stay fit and well Know why their body needs sleep Know ways to have a calm evening and bedtime</p>	<ul style="list-style-type: none"> Share an experience where they haven't achieved their goal. Develop their confidence and resilience towards having a growth mindset. Name a strategy to overcome a hurdle. Recognise that some skills take time to learn. Plan and review an achievable goal. Celebrate the successes of their peers. Name and choose healthy foods and drink. Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). Explain the jobs of different food groups. Name and choose healthy foods and drink. Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). Explain the jobs of different food groups. Describe the changes in their body during exercise and what is happening to their body. Explain how exercise can help us stay well - physically and mentally. Name some ways to keep their body fit and well. Understand why our body needs sleep and talk about own bedtime routine. Suggest ways to have a calm evening and bedtime routine. 	<p>Bounce back encourage try again try food energy grow healthy fruit vegetable dairy exercise sleep wash energy heart muscles routine calm sleep</p>

PSHE Knowledge and Skills Progression

Year	Topic	Knowledge	Skills	Vocabulary
1	Me and My Relationships	<p>Know and name a variety of feelings and explain how these might help me behave (Feelings)</p> <p>Know some ways of dealing with not so good feelings. (Feelings)</p> <p>Know when to get help and who to go to it for. (Getting help)</p> <p>Know some different classroom rules. (Classroom rules)</p>	<ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe. • Explain their classroom rules and be able to contribute to making these. • Recognise how others might be feeling by reading body language/facial expressions. • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc) • Identify a range of feelings • Identify how feelings might make us behave. • Suggest strategies for someone experiencing 'not so good' feelings to manage these. • Recognise that people's bodies and feelings can be hurt. • Suggest ways of dealing with different kinds of hurt. • Recognise that they belong to various groups and communities such as their family. • Explain how these people help us and we can also help them to help us. • Identify simple qualities of friendship. • Suggest simple strategies for making up. • Demonstrate attentive listening skills. • Suggest simple strategies for resolving conflict situations. • Give and receive positive feedback, and experience how this makes them feel. 	<p>Rules, safe, responsibility, work together, feelings, body language, emotions, support, behaviour, hurt, help, heal, family, special people, friendship, making up, listening</p>
1	Valuing Difference	<p>Know why things sometime seem unfair, even when they're not. (Developing tolerance)</p> <p>Know ways that people are similar and different. (Recognising values)</p>	<ul style="list-style-type: none"> • Identify the differences and similarities between people. • Empathise with those who are different from them. • Begin to appreciate the positive aspects of these differences. • Explain the difference between unkindness, teasing and bullying. • Understand that bullying is usually quite rare. • Explain some of their school rules and how those rules help to keep everybody safe. • Identify some of the people who are special to them. • Recognise and explain what is fair and unfair, kind, and unkind. • Suggest ways they can show kindness to others. 	<p>Same, different, difference, respect, unkind, unkindness, tease, teasing, bully, bullying, fair, rules, safe, special people, qualities, feelings, unfair</p>

PSHE Knowledge and Skills Progression

1	Keeping Myself Safe	<p>Know examples of how I keep myself healthy. (Keeping healthy)</p> <p>Know what to do if I have strong and not so good feelings. (How our feelings can keep us safe)</p> <p>Know when medicines might be harmful. (Medicine safety)</p>	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen). • Recognise that exercise and sleep are important parts of a healthy lifestyle. • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle. • Identify simple bedtime routines that promote healthy sleep. • Recognise emotions and physical feelings associated with feeling unsafe. • Recognise the range of feelings that are associated with loss. • Understand that medicines can sometimes make people feel better when they're ill. • Explain simple issues of safety and responsibility about medicines and their use. • Understand and learn the PANTS rules. • Name and know which parts should be private. • Explain the difference between appropriate and inappropriate touch. • Understand that they have the right to say 'no' to unwanted touch. • Start thinking about who they trust and who they can ask for help. 	<p>Energy, food, water, air, oxygen, exercise, sleep, healthy, dairy, fruit, vegetables, sugar, salt, cereal, meat, rest, grow, tires, feelings, worried, nervous, scared, support, unsafe, feelings, emotions, loss, lost, medicine safe, harmful, responsibility, private, trust, privates</p>
1	Rights and Responsibilities	<p>Know some ways I look after money. (Looking after things)</p> <p>Know examples of how I look after myself and my environment. (Looking after things)</p>	<ul style="list-style-type: none"> • Recognise the importance of regular hygiene routines. • Sequence personal routines into a logical order. • Identify what they like about the school environment. • Recognise who cares for and looks after the school environment. • Demonstrate responsibility in looking after something (e.g. a class pet or plant) • Explain the importance of looking after things that belong to themselves or to others. • Explain where people get money from. • List some of the things that money may be spent on in a family home. • Recognise that different notes and coins have different monetary value. • Explain the importance of keeping money safe. • Identify safe places to keep money. • Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it). 	<p>Hygiene, routine, clean, environment, responsibility, needs, responsible, rules, money, cost, bills, spending, afford, bank, coin, note, worth, saving, safe, first aid, risk, accident, danger, hazard, kettle, safe burn, scald, accident, emergency</p>

PSHE Knowledge and Skills Progression

1	Being My Best	<p>Know why certain foods are healthy and why it is important to eat at least 5 portions of fruit/veg a day. (Keeping healthy) Know a few ideas of what to do if I find things difficult. (Growth mind set)</p>	<ul style="list-style-type: none"> • Recognise the importance fruit and vegetables in their daily diet. • Know that eating at least five portions of vegetables and fruit a day helps to maintain health. • Recognise that they may have different tastes in food to others; • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases. • Recognise that learning a new skill requires practice and the opportunity to fail, safely; • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • Recognise how a person's behaviour (including their own) can affect other people. 	<p>Starchy, dairy, protein, fruit, vegetables, vitamins, portion, healthy, meat, sugar, salt, cereal, germs disease, hygiene, spread, learning, practice, make mistakes, confidence, achievement, praise, support, feedback, encourage, feelings, behaviour, consequences, special person, promise</p>
1	Growing and Changing	<p>Know and identify an adult I can talk to at both home and school if I need help. (Getting help) Know some things I can do now that I couldn't do as a toddler. (Becoming independent) Know what some of my body parts do. (Body parts)</p>	<ul style="list-style-type: none"> • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them. • Understand some of the tasks required to look after a baby; • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages. • Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation. • Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. • Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts. 	<p>Organ, heart, lungs, intestines, brain, stomach, oxygen, digested, caring, love, attention, change, growing, unkind, unkindness, tease, teasing, bully, bullying, witness, experience, getting help, surprise, secret, uncomfortable, privates, private, penis, vulva, hygiene</p>

PSHE Knowledge and Skills Progression

2	Me and My Relationships	<p>Know and name some ways I can get help if I am being bullied, (Bullying and Teasing)</p> <p>Know and suggest rules that keep us happy. (Our School Rules)</p> <p>Know and give ideas about what makes a good friend. (Being a good friend)</p> <p>Know how to express my feelings in a safe and controlled way (Feelings/self-regulation).</p>	<ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom. • Make and undertake pledges based on those actions. • Take part in creating and agreeing classroom rules. • Use a range of words to describe feelings. • Recognise that people have different ways of expressing their feelings. • Identify helpful ways of responding to other's feelings. • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two. • Identify situations as to whether they are incidents of teasing or bullying. • Understand and describe strategies for dealing with bullying. • Rehearse and demonstrate some of these strategies. • Explain the difference between bullying and isolated unkind behaviour. • Recognise that there are different types of bullying and unkind behaviour. • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Recognise that friendship is a special kind of relationship. • Identify some of the ways that good friends care for each other. • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness). • Explain where someone could get help if they were being upset by someone else's behaviour. 	<p>Happy, safe, caring, friendly, rules, feelings, showing feelings, help, bullying, teasing, repeated, regular, help, don't do that, friendship,</p>
2	Valuing Differences	<p>Know how I could help myself if I was being left out. (Being kind)</p> <p>Know and give examples of good listening skills. (listening skills)</p>	<ul style="list-style-type: none"> • Identify some of the physical and non-physical differences and similarities between people. • Know and use words and phrases that show respect for other people. • Identify people who are special to them. • Explain some of the ways those people are special to them. • Recognise and explain how a person's behaviour can affect other people. • Explain how it feels to be part of a group. • Explain how it feels to be left out of a group. • Identify groups they are part of. • Suggest and use strategies for helping someone who is feeling left out. • Recognise and describe acts of kindness and unkindness. • Explain how these impact on other people's feelings. • Suggest kind words and actions they can show to others. • Show acts of kindness to others in school. • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted). • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 	<p>Unique, respect, feelings, behaviour, calm, aggressive, solve, special people, help, cooperate, kind, kindness, unkind, listening, being listened to, listen, problem</p>

PSHE Knowledge and Skills Progression

2	Keeping Myself Safe	<p>Know that medicines can be helpful or harmful. (Medicine safety) Know examples of safe and unsafe secrets. (Safe and unsafe secrets) Know examples of touches that are ok and not ok. (Appropriate touch)</p>	<ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they are ill. • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell. • Explain simple issues of safety and responsibility about medicines and their use. • Identify situations in which they would feel safe or unsafe. • Suggest actions for dealing with unsafe situations including who they could ask for help. • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask' or 'I'll tell', in relation to keeping themselves and others safe. • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. • Identify the types of touch they like and do not like. • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Recognise that some touches are not fun and can hurt or be upsetting. • Know they can ask someone to stop touching them. • Identify safe secrets (including surprises) and unsafe secrets. • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. • Identify how inappropriate touch can make someone feel. • Understand that there are unsafe secrets and secrets that are nice surprises. <p>Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p>	<p>Sleep, medicines, safety, safe, unsafe, feelings, worried, getting help, touch, uncomfortable, hurt, surprise, secret, tell, genitals, penis, vulva, private, private parts, consent, permission, secret, someone you trust</p>
2	Rights and Responsibilities	<p>Know and give examples of what I do when I'm unsettled. (Cooperation and self-regulation)</p>	<ul style="list-style-type: none"> • Describe and record strategies for getting on with others in the classroom. • Explain and be able to use strategies for dealing with impulsive behaviour. • Identify special people in the school and community who can help to keep them safe. • Know how to ask for help. • Identify what they like about the school environment. • Identify any problems with the school environment (e.g. things needing repair). • Make suggestions for improving the school environment. • Recognise that they all have a responsibility for helping to look after the school environment. • Understand that people have choices about what they do with their money. • Know that money can be saved for a use at a future time. • Explain how they might feel when they spend money on different things. • Recognise that money can be spent on items which are essential or non-essential. • Know that money can be saved for a future time and understand the reason why people (including themselves) might do this. 	<p>Responsibility, help, share, take turns, listen, feelings, control, erupt, safe, unsafe, uniform, ask for help, environment, responsibility, money, spending, saving,</p>

PSHE Knowledge and Skills Progression

2	Being My Best	<p>Know how setting a goal will help me to achieve what I want to do. (Growth mindset)</p> <p>Know and name some parts of my body that are inside me. (Looking after my body)</p>	<ul style="list-style-type: none"> • Explain the stages of learning showing an understanding of the learning process. • Suggest phrases and words of encouragement to give someone who is learning something new. • Identify and describe where they are on the learning process in a given activity and apply positive mindset strategies to their own learning. • Understand and give examples of things that can choose themselves and things that others choose for them. • Explain things that they like and dislike and understand that they have choices about these things. • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. • Explain how germs can be spread, • Describe simple hygiene routines such as hand washing. • Understand that vaccinations can help prevent certain illnesses. • Explain the importance of good dental hygiene. • Describe simple dental hygiene routines. • Understand that the body gets energy from food, water and oxygen. • Recognise that exercise and sleep are important to health. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain). • Describe how food, water and air get into the body and blood. 	<p>Practice, encourage, goal, achieve, challenge, choose, choices, healthy, unhealthy, vaccination, injection, disease, hygiene, germs, teeth, dental, oxygen, water, food, exercise, rest, brain, heart, lungs, stomach, small intestine, large intestine,</p>
2	Growing and Changing	<p>Know the people who help us and what I can do now that I couldn't do when I was younger. (Life Cycles)</p> <p>Know examples of how it feels to say goodbye to someone. (Dealing with loss)</p> <p>Know examples of how to give feedback to someone. (Being supportive)</p>	<ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others. • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult). • Understand and describe some of the things that people are capable of at these different stages. • Identify which parts of the human body are private. • Explain that a person's genitals help them to make babies when they are grown up. • Understand that humans mostly have the same body parts but that they can look different from person to person. • Explain what privacy means. • Know that you are not allowed to touch someone's private belongings without their permission. • Give examples of different types of private information. 	<p>Help, support, supportive, change, loss, feelings, emotions, frightened, nervous, growing, food, rest, sleep, care, learning, unique, special, penis, testicles, vulva, nipples, genitals, private, privacy, consent, permission, first aid, risk, accident, danger, hazard, kettle, safe, burn, scald, accident, emergency</p>

PSHE Knowledge and Skills Progression

Subject: PSHE		Subject content Key stage 2		
Year	Topic	Knowledge	Skills	Vocabulary
3	Me and My Relationships	<p>Know lots of idea about what I do to be a good friend (Being a good friend). Know how to accept the views of others and know that we don't always agree (Cooperation).</p>	<ul style="list-style-type: none"> • Explain why we have rules. • Explore why rules are different for different age groups, in particular for internet-based activities. • Suggest appropriate rules for a range of settings. • Consider the possible consequences of breaking the rules. • Explain some of the feelings someone might have when they lose something important to them. • Understand that these feelings are normal and a way of dealing with the situation. • Define and demonstrate cooperation and collaboration. • Identify the different skills that people can bring to a group task. • Demonstrate how working together in a collaborative manner can help everyone achieve success. • Identify people who they have a special relationship with. • Suggest strategies for maintaining a positive relationship with their special people. • Rehearse and demonstrate simple strategies for resolving given conflict situations. • Explain what a dare is. • Understand that no-one has the right to force them to do a dare. • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone. • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. • Express opinions and listen to those of others. • Consider others' points of view. • Practise explaining the thinking behind their ideas and opinions. • Identify qualities of friendship. • Suggest reasons why friends sometimes fall out. • Rehearse ad use, now or in the future, skills for making up again. 	<p>Rules, safety, responsibility, care, loss, feelings, cooperate, collaborate, friendship, falling out, making up, compromise, conflict, point of view, dare, persuade, feelings, continuum, opinions, respectful, courteous, challenging, strategies, calm, apologise, listen, making up</p>

PSHE Knowledge and Skills Progression

3	<p>Valuing Difference</p>	<p>Know examples of different community groups and what is good about the groups (Recognising and respecting diversity). Know about examples in our classroom where respect and tolerance make it a happy place (Being respectful and tolerant).</p>	<ul style="list-style-type: none"> • Recognise that there are many different types of family. • Understand what is meant by adoption, fostering and same-sex relationships. • Define the term 'community'. • Identify the different communities that they belong to. • Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. • Reflect on listening skills. • Give examples of respectful language. • Give examples of how to challenge another's viewpoint, respectfully. • Explain that people living in the UK have different origins. • Identify similarities and difference between a diverse range of people from varying national, regional, ethnic, and religious backgrounds. • Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. • Recognise that repeated name calling is a form of bullying. • Suggest strategies for dealing with name calling (including talking to a trusted adult). • Understand and explain some of the reasons why different people are bullied. • Explore why people have prejudiced views and understand what this is. 	<p>Family, adoption, fostering, same-sex couple, blended family, community, belonging, respect, cooperation, listening skills, politeness, courtesy, manners, similarities, differences, identity, respect, name-calling, bullying, prejudice, disability, gender, race, colour, sexuality</p>
3	<p>Keeping Myself Safe</p>	<p>Know what to do to make a situation less risky (Managing risk). Know why medicines can be helpful or harmful (Drugs and their risks). Know examples of how to keep my personal details safe online.</p>	<ul style="list-style-type: none"> • Identify situations which are safe or unsafe. • Identify people who can help if a situation is unsafe. • Suggest strategies for keeping safe. • Define the words danger and risk and explain the difference between the two. • Demonstrate strategies for dealing with a risky situation. • Identify some key risks from and effects of cigarettes and alcohol. • Know that most people chose not to smoke cigarettes (Social norms message). • Define the word 'drug' and understand that nicotine and alcohol are both drugs. • Identify risk factors in given situations. • Suggest ways of reducing or managing those risks. • Evaluate the validity of statements relating to online safety. • Recognise potential risks associated with browsing online. • Give examples of strategies for safe browsing online. • Know that our body can often give us a signal when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens. • Recognise and describe appropriate behaviour online as well as offline. • Identify what constitutes personal information and when it is not appropriate or safe to share this. • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Demonstrate strategies for assessing risks. • Understand and explain decision-making skills. • Understand where to get help from when making decisions. • Understand that medicines are drugs and suggest ways that they can be helpful or harmful. 	<p>Trust, safe, danger, unsafe, dangerous, risk/risky, feelings, strategies, consequence, safer, drugs, cigarettes, nicotine, alcohol, browsing, phishing, search engine, fake news, internet safety, private public, profile, personal information, decisions, medicines, harmful, helpful, instructions,</p>

PSHE Knowledge and Skills Progression

3	Rights and Responsibilities	<p>Know ways of checking whether something is a fact or an opinion (Skills we need to develop). Know how I could help the people who help me (Helping and being helped).</p>	<ul style="list-style-type: none"> • Define what a volunteer is. • Identify people who are volunteers in the school community. • Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. • Identify key people who are responsible for them to stay safe and healthy. • Suggest ways they can help these people. • Understand the difference between fact and opinion. • Define what is meant by the environment. • Evaluate and explain different methods of looking after the school environment. • Devise methods of promoting their priority method. • Understand the terms income, saving and spending. • Recognise that there are times we can buy items we want and times when we need to save for items. • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc) • Explain that people earn income through their jobs. • Understand that the amount people get paid is due to a range of factors (skill, experience, training responsibility etc). 	<p>Volunteer, wellbeing, helper, responsible, safe, healthy, fact, opinion, environment, waste, income, saving, spending, earning</p>
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PSHE Knowledge and Skills Progression

3	Being My Best	<p>Know some examples of things I can take responsibility for in relation to my health (Keeping myself healthy). Know examples of skill/s I have developed (Celebrating and developing my skills).</p>	<ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body. • Explain what is meant by the term 'balanced diet'. • Give examples of what foods might make up a healthy balanced meal. • Explain how some infectious illnesses are spread from one person to another. • Explain how simple hygiene routines can help reduce the risk of the spread of infectious illnesses. • Suggest medical and non-medical ways of treating an illness. • Develop skills in discussion and debating an issue. • Demonstrate their understanding of health and wellbeing issues that are relevant to them. • Empathise with different viewpoints. • Make recommendations, based on their research. • Identify their own achievements and areas of development. • Recognise that people may say kind things to help us feel good about ourselves. • Explain why some groups of people are not represented as much on television/in the media. • Demonstrate how working together in a collaborative manner can help everyone to achieve success. • Understand and explain how the brain sends and receives messages through the nerves. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain). • Describe how food, water and air get into the body and blood. • Explain some of the different talents and skills that people have and how skills are developed. • Recognise their own skills and those of other children in the class. 	<p>Balanced diet, proteins, muscles, dairy, teeth, bones, starchy carbohydrates, energy, fruit and vegetables, healthy, infection, cleanliness, hygiene, rest, sleep, water, medicine, drug, dose, safety, instructions, debate, discussion, continuum, courteous, respectful, justify, goals, ambition, improve, achieve, collaboration, cooperation, teamwork, goal-setting, talents, skills, intelligence</p>
3	Growing and Changing	<p>Know a few things that make a healthy relationship (Relationships). Know when someone hasn't been invited into my body space and be assertive in asking them to leave if I feel uncomfortable (Keeping safe).</p>	<ul style="list-style-type: none"> • Identify different types of relationships. • Recognise who they have positive healthy relationships with. • Understand what is meant by the term body space (or personal space). • Identify when it is appropriate or inappropriate to allow someone into their body space. • Rehearse strategies for when someone is inappropriately in their body space. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. • Recognise how different surprises and secrets might make them feel. • Know whom they could ask for help if a secret made them feel uncomfortable or unsafe. • Explain whose responsibility it is to look after the local environment. • Plan and carry out an event which will benefit the local environment. 	<p>Relationships, positive, healthy, trust, caring, personal space, body space, invade, uncomfortable, stop, respect, touch, secret, surprise, feelings, uncomfortable, angry, upset, jealous, worried, excited, scared, talk, egg, sperm, puberty, period, ovary, fallopian tube, uterus (womb), lining, vagina, sanitary pad, menstruation</p>

PSHE Knowledge and Skills Progression

Year	Topic	Knowledge	Skills	Vocabulary
4	Me and My Relationships (Recognising feelings)	<p>Know examples of how I can tell a person is feeling by their body language (Recognising feelings).</p> <p>Know what to do if someone was upsetting me or if I was being bullied (Bullying).</p> <p>Know examples of what being assertive means (Assertive skills).</p>	<ul style="list-style-type: none"> Describe good and not so good feelings and how feelings can affect our physical state. Explain how different words can express the intensity of feelings. Explain what we mean by a positive, healthy relationship. Describe some of the qualities that they admire in others. Recognise that there are times when they might need to say 'no' to a friend. Describe appropriate assertive strategies for saying 'no' to a friend. Demonstrate strategies for working on a collaborative task. Define successful qualities of teamwork and collaboration. Identify a wider range of feelings. Recognise that different people can have different feelings in the same situation. Explain how feelings can be linked to physical state. Demonstrate a range of feelings through their facial expressions and body language. Recognise that their feelings might change towards someone or something once they have further information. Give examples of strategies to respond to being bullied, including what people can do and say. Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. 	<p>Feelings, physical effects, sad, unhappy, devastated, miserable, distressed, lonely, alone, ignored, isolated, abandoned, apologetic, regretful, remorseful, aching, sore, agonising, painful, happy, delighted, ecstatic, joyful, calm, untroubled, assured, confident, peaceful, scared, frightened, petrified, terrified, bothered, positive, healthy relationship, respect, responsibilities, qualities, excluded, assertive, aggressive, negotiate, friendly, rude, consequences, face-to-face, compromise, respectful, collaborate, collaboration, collaborative, teamwork, facial expressions, body language, unkind, tease, bully, pressure, independent</p>
4	Valuing Differences	<p>Know lots of examples of how people are different (Recognising and celebrating difference).</p> <p>Know why it is important to challenge stereotypes (Understanding and challenging stereotypes).</p>	<ul style="list-style-type: none"> Define the terms negotiation and compromise Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. Understand that they have the right to protect their personal body space. Recognise how others' non-verbal signals indicate how they feel when people are close to their body space. Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. Recognise they have different types of relationships with people they know (e.g. close family, wider family, acquaintances). Give examples of features of these different types of relationships, including how they influence what is shared. List some of the ways that people are different to each other (including differences of race, gender, and religion). Give examples of features of these different types of relationships, including how they influence what is shared. List some of the ways that people are different to each other (including differences of race, gender, religion). Recognise potential consequences of aggressive behaviour. Suggest strategies for dealing with someone who is behaving aggressively. List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs, and festivals) Define the word respect and demonstrate ways of showing respect to others' differences. Understand and identify stereotypes, including those promoted in the media. 	<p>Negotiation, compromise, body space, invade, sharing, acquaintances, aggressive, apologise, similarities, differences, respect, stereotype, same sex relationship</p>

PSHE Knowledge and Skills Progression

4	Keeping Myself Safe	<p>Know why people might influence other people to take risks (Managing risks). Know a few of the risks of smoking and drinking alcohol (Understand the norms of drug use). Know examples of positive and negative influences.</p>	<ul style="list-style-type: none"> • Define the terms danger, risk and hazard and explain the difference between them. • Identify situations which are either dangerous, risky or hazardous. • Suggest simple strategies for managing risk. • Identify images that are safe/unsafe to share online. • Know and explain strategies for safe online sharing. • Understand and explain the implications of sharing images online without consent. • Define what is meant by the word dare. • Identify from given scenarios which are dares and which are not. • Understand that medicines are drugs, • Explain safety issues for medicine use. • Suggest alternatives to taking a medicine when feeling unwell. • Suggest strategies for limiting the spread of infectious diseases (e.g, hand-washing routines). • Understand some of the key risks and effects of smoking and drinking alcohol. • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). • Describe stages of identifying and managing risk. • Suggest people they can ask for help in managing risk. • Understand that we can be influenced both positively and negatively. • Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. 	<p>Danger, dangerous, risk, risky, hazard, hazardous, privacy, privacy settings, dare, assertive, security, medicine, drug, choices, social norm, persevere, influence, consequences</p>
4	Rights and Responsibilities	<p>Know how a bystander can have a positive and negative effect on behaviour (Making a difference). Know a few examples of how TV and social media might influence how people think and why this is a problem (Media influences). Know an example of these decisions and how they affect me (Decisions about spending money).</p>	<ul style="list-style-type: none"> • Explain how different people in the school and local community help them stay healthy and safe. • Define what is meant by 'being responsible'. • Describe the various responsibilities of those who help them stay healthy and safe. • Suggest ways they can help the people who keep them healthy and safe. • Understand that humans have rights and also responsibilities. • Identify some rights and also responsibilities that come with these. • Understand the reasons we have rules. • Suggest and engage with ways they can contribute to the decision-making process in school (e.g. through pupil voice/school council). • Recognise that everyone can make a difference within a democratic process. • Define the word influence. • Recognise that reports in the media can influence the way they think about a topic. • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner, • Recognise they can play a role in influencing outcomes by their actions. • Understand some of the ways that various national and international environmental organisations work to help take care of the environment. • Understand and explain the value of this work. • Define the terms 'income' and 'expenditure'. • List some of the items and services of expenditure in the school, and at home. • Prioritise items of expenditure in the home from most essential to least essential. • Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'. • Understand how a payslip is laid out showing both pay and deductions. • Prioritise public services from most essential to least essential. 	<p>Safe, healthy, rules, laws, rights, responsibility, United Nations, rules, democracy, influence, opinion, respectful, courteous, anti-social behaviour, witness, environment, conservation, income, expenditure, essential, income tax, national insurance, VAT, deductions, public services</p>

PSHE Knowledge and Skills Progression

4	Being My Best	<p>Know a few things which I do to make me healthy (Having choices and making decisions). Know examples of some of the things I do already to look after the environment (Taking care of my environment).</p>	<ul style="list-style-type: none"> • Identify ways in which everyone is unique. • Appreciate their own uniqueness. • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Give examples of choices they make for themselves and choices others make for them. • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Understand that the body gets energy from food, water, and oxygen; that exercise and sleep are important to our health. • Plan a menu which gives a healthy balance of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs). • Suggest ways the Seven Rs recycling methods can be applied to different scenarios. • Define what is meant by the term 'community'. • Discuss ways in which different people support the school community. • Identify qualities and attributes of those who support the school community. 	<p>Individual, unique, choices, balanced diet, wellbeing, mental health, refuse, reduce, re-use, rot, recycle, repair, re-think, community, first aid, injury, minor, accident, emergency, blood, nose bleed, choking, breathing, airway, unresponsive, casualty, burn, scald, wound, recovery</p>
4	Growing and Changing	<p>Know some reasons why teenagers might have difficulties (Managing difficult feelings). Know why people get married (Relationships including marriage).</p>	<ul style="list-style-type: none"> • Describe some of the changes that happen to people during their lives. • Suggest people who may be able to help them deal with change. • Name some positive and negative feelings. • Understand how the onset of puberty can have an emotional as well as physical impact. • Suggest reasons why young people sometimes fall out with their parents. • Take part in a role-play practising how to compromise. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. • Recognise how different surprises and secrets might make them feel. • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Understand that marriage is a commitment to be entered into freely and not against someone's will. • Recognise that same marriage include same sex and opposite sex partners. • Know the legal age for marriage in Scotland and England. • Discuss the reasons why a person would want to be married, live together, or have a civil ceremony 	<p>Practice, compromise, hormones, puberty, pubic hair, eggs, sperm, penis, testicles, breasts, ovaries, womb, vagina, vulva, menstrual cycle, periods, menstruation, sanitary pads, tampons, menstruation cup, secret, surprise, uncomfortable feelings, marriage, live together, civil partnership, forced marriage</p>

PSHE Knowledge and Skills Progression

Year	Topic	Knowledge	Skills	Vocabulary
5	Me and My Relationships	<p>Know a range of examples of our emotional needs (Feelings).</p> <p>Know examples of how I can stand up for myself (Assertive skills).</p>	<ul style="list-style-type: none"> • Explain what collaboration means. • Give examples of how they have worked collaboratively. • Describe the attributes needed to work collaboratively. • Explain what is meant by the terms negotiation and compromise. • Describe strategies for resolving difficult issues or situations. • Demonstrate how to respond to a wide range of feelings in others. • Give examples of key qualities of friendship. • Reflect on their own friendship qualities. • Identify what things make a relationship unhealthy. • Identify who they could talk to if they need. • Identify characteristics of passive, aggressive and assertive behaviours. • Understand and rehearse assertiveness skills. • Recognise basic emotional needs and understand that they change according to circumstance. • Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. • Understand that online communication can be misinterpreted. • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. 	<p>Collaborate, negotiation, compromise, conflict, resolution, insensitive, sensitive, unhealthy relationship, verbal abuse, physical abuse, sexual abuse, uncomfortable touching, unsafe, assertive, passive, aggressive, emotions, emotional needs, non-verbal, body language, tone of voice, face-to-face</p>
5	Valuing Differences	<p>Know how sometimes people aim to create an impression of themselves and what they post online might not be real (Influence and pressure on social media).</p> <p>Know examples of different faiths and cultures (Recognising and celebrating differences).</p>	<ul style="list-style-type: none"> • Define some key qualities of friendship. • Describe ways of making a friendship last. • Explain why friendships sometimes end. • Rehearse active listening skills. • Demonstrate respectfulness in responding to others. • Respond appropriately to others. • Develop an understanding of discrimination and its injustice and describe this using examples. • Empathise with people who have been, and currently are, subjected to injustice, including through racism. • Consider how discriminatory behaviour can be challenged. • Identify and describe the different groups that make up their school/wider community/other parts of the UK. • Describe the benefit of living in a diverse society. • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Understand that the information we see online, either text or images, is not always true or accurate. • Recognise that some people post things online about themselves that aren't true, sometimes this is so people will like them. • Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. • Identify the consequences of positive and negative behaviour on themselves and others. • Give examples of how individual/group actions can impact on others in a positive or negative way. 	<p>Friendship, talking, listening, listening skills, respect, excluded, discrimination, prejudice, metaphor, diverse, multicultural society, sex, sexual orientation, gender identity, gender expression, embarrassed, reactions, consequences</p>

PSHE Knowledge and Skills Progression

5	Keeping Myself Safe	<p>Know an example of things that might influence a person to take risks online (Managing risks). Know the percentage of people aged 11-15 that smoke in the UK (3%) and give reasons why people think it's more than this (Legal drugs).</p>	<ul style="list-style-type: none"> • Explain what a habit is, giving examples. • Describe how and why a habit can be hard to change. • Recognise that there are positive and negative risks. • Explain how to weigh up risk factors when making a decision. • Describe some of the possible outcomes of taking risk. • Demonstrate strategies to deal with both face-to-face and online bullying. • Demonstrate strategies and skills for supporting others who are bullied. • Recognise and describe the difference between online and face-to-face bullying. • Recognise which situations are risky. • Explore and share their views about decision making when faced with a risky situation. • Suggest what someone should do when faced with a risky situation. • Define what is meant by a dare. • Define what is meant by a dare. • Explain why someone might give a dare. • Suggest ways of standing up to someone who gives a dare. • Understand some of the complexities of categorising drugs. • Know that all medicines are drugs but not all drugs are medicines. • Understand ways in which medicines can be helpful or harmful and used safely or unsafely. • Consider what information is safe/unsafe to share offline and online and reflect on the consequences of not keeping personal information private. • Recognise that people aren't always who they appear to be online and explain the risks of being friends online with a person they have not met face-to-face. • Know how to protect personal information online. • Recognise disrespectful behaviour online and know how to respond to it. • Understand the actual norms around smoking and the reasons for common misperceptions of these. • Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks. • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. 	<p>Habit, addiction, pros, cons, weigh up risk, bullying, cyberbullying, dare, pressure, resist pressure, assessing risk, influence, risk taking, personal information, privacy settings, drugs, cigarettes, alcohol, norms, perception, assertive</p>
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PSHE Knowledge and Skills Progression

5	Rights and Responsibilities	<p>Know examples of some of the rights and related responsibilities I have as I get older (Rights).</p> <p>Know how local councils make decisions about spending money (Decisions about money).</p> <p>Know several qualities that make people attractive that have nothing to do with how they look, but how they behave (Media awareness).</p>	<ul style="list-style-type: none"> • Identify, write and discuss issues currently in the media concerning health and wellbeing. • Express their opinions on an issue concerning health and wellbeing. • Make recommendations on an issue concerning health and wellbeing. • Understand the difference between a fact and an opinion. • Understand what biased reporting is and the need to think critically about things we read. • Define the differences between responsibilities, rights, and duties. • Discuss what can make them difficult to follow. • Identify the impact on individuals and the wider community if the responsibilities are not carried out. • Explain what we mean by the terms voluntary, community and pressure (action) group. • Give examples of voluntary groups, the kind of work they do and its value. • State the costs involved in producing and selling an item. • Suggest questions a consumer should ask before buying a product. • Define the terms loan, credit, debt and interest. • Suggest advice for a range of situations involving personal finance. • Explain some of the areas that local councils have responsibility for. • Understand that local councillors are elected to represent their local community. 	<p>Responsibility, fact, opinion, biased, unbiased, rights, duties, voluntary group, community group, pressure (action) group, costs, wages, salaries, rent, Fair Trade, borrow, loan, credit, debit, interest, public services, council, vote, elections, councillors</p>
5	Being My Best	<p>Know examples of when I've had increased independence and how that helps me to show responsibility (Independence).</p>	<ul style="list-style-type: none"> • Know two harmful effects each of smoking/drinking alcohol. • Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Understand the actual norms around smoking and the common reasons for common misperceptions of these. • Now the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Identify their own strengths and talents. • Identify areas that need improvement and describe strategies for achieving those improvements. • State what is meant by community. • Explain what being part of a school community means to them. • Identify people who are responsible for helping them healthy and safe. • Suggest ways of improving the school community. • Identify people who are responsible for helping them stay healthy and safe. • Identify ways that they can help these people. • Describe 'star' qualities of celebrities as portrayed in the media. • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. • Describe 'star' qualities that ordinary people have. 	<p>Healthy choices, organs, body systems, perseverance, commitment, resilience, determination, patience, interpersonal skills, community, school community, independence, responsibility, personal qualities, celebrities</p>

PSHE Knowledge and Skills Progression

5	Growing and Changing	<p>Know what resilience is and how it can be developed (Managing difficult feelings). Know ways I can prepare for changes (Managing changes). Know and identify when I need help and I know the trusted adults in my life that can help me (Getting help).</p>	<ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings. • Distinguish between good and not so good, using appropriate vocabulary to describe these. • Explain strategies they can use to build resilience. • Identify people who can be trusted. • Understand what kinds of touch are acceptable or unacceptable. • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. • Explain how someone might feel when they are separated from someone or something they like. • Suggest ways to help someone who is separated from someone or something they like. • Recognise how our bodies feel when we are relaxed. • List some of the ways our body feels when it is nervous or sad. • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. • Identify the consequences of positive and negative behaviour on themselves and others. • Give examples of how individuals/group actions can impact on others in a positive or negative way. • Explain the difference between a safe and unsafe secret. • Identify situations where someone might need to break a confidence in order to keep someone safe. • Recognise that some people can get bullied because of the way they express their gender. • Give examples of how bullying behaviours can be stopped. 	<p>Wellbeing, resilience, trust, unwanted attention, unwanted touch, separation, fostered, pubic hair, clitoris, vulva, vaginal opening, urinary opening, lips (labia), penis, scrotum, testicles, foreskin, anus, wet dream, erection, stretch marks, crush, puberty, genitalia, semen, menstruation, period, sanitary towel, tampon, menstruation cup, sanitary protection, embarrassed, reactions, consequences, hormones, compromise, respect, mood swings, in confidence, break a confidence, confidential, prejudice, biological sex, sexual orientation, gender identity, gender expression, verbal abuse, physical abuse</p>
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PSHE Knowledge and Skills Progression

Year	Topic	Knowledge	Skills	Vocabulary
6	Me and My Relationships	<p>Know about bystander behaviour and give examples of what bystanders do when someone is being bullied (Assertiveness).</p> <p>Know what is meant by compromise (Cooperation).</p> <p>Know what inappropriate touch is and give examples (Safe/unsafe touches).</p>	<ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task. • Describe and implement the skills needed to do this. • Explain what is meant by the terms negotiation and compromise • Suggest positive strategies for negotiating and compromising within a collaborative task. • Demonstrate positive strategies for negotiating and compromising within a collaborative task. • Recognise some of the challenges that arise from friendships. • Suggest strategies for dealing with such challenges, demonstrating the need for respect and an assertive approach. • List some assertive behaviours. • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. • Recognise and empathises with patterns of behaviour in peer-group dynamics. • Recognise basic emotional needs and understand why they change according to circumstance. • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. • Describe the consequences of reacting to others in a positive or negative way. • Suggest ways that people can respond more positively to others. • Describe ways in which people show their commitment to each other. • Know the ages at which a person can marry, depending on whether their parents agree. • Understand that everyone has the right to be free to choose who and whether to marry. • Recognise that some types of physical contact can produce strong negative feelings. • Know that some inappropriate touch is also illegal. • Identify strategies for keeping personal information safe online. • Describe safe and respectful behaviours when using communication technology. 	<p>Collaboration, teamwork, negotiation, compromise, balanced friendship, respectful, assertive, peer pressure, assertiveness, resolution, sensitive, thoughtful, response, marriage, civil partnership, forced marriage, appropriate, inappropriate, illegal, privacy settings, identity theft, secure</p>

PSHE Knowledge and Skills Progression

6	<p>Valuing Differences</p>	<p>Know reasons why some people show prejudiced behaviour and bully for this (Recognising reflecting and prejudiced-based bullying). Know the differences between a passive bystander and an active bystander (Understanding bystander behaviour).</p>	<ul style="list-style-type: none"> • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. • Suggest strategies for dealing with bullying, as a bystander. • Describe positive attributes of their peers. • Know that all people are unique but that we have far more in common with each other than what is different about us. • Consider how a bystander can respond to someone being rude or offensive or bullying someone else. • Demonstrate ways of offering support to someone who has been bullied. • Demonstrate ways of showing respect to others using verbal and non-verbal communication. • Understand and explain the term prejudice. • Identify and describe the different groups that make up their school/wider community/other parts of the UK. • Describe the benefits of living in a diverse society. • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Explain the difference between a friend and an acquaintance. • Describe the qualities of a strong, positive friendship. • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer/ relative). • Define what is meant by the term stereotype. • Recognise how the media can sometimes reinforce gender stereotypes. • Recognise that people fall into a wide range of what is seen as normal. • Challenge stereotypical gender portrayals of people. 	<p>Witness, bystander, unique, positive feedback, confidence, self-esteem, unique, diversity, biological sex, sexual orientation, gender identity, gender expression, stereotypes, point of view, cultural norms, respect, disrespect, body language, empathy, identity, prejudice, respect, diversity, tolerance, gender stereotype, media influence, assumption</p>
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PSHE Knowledge and Skills Progression

6	Keeping Myself Safe	<p>Know why emotional needs as important as physical needs (Emotional needs) are. Know how I can stay safe whilst using a mobile phone (Staying safe online). Know why some people think that more young people drink alcohol than actually do (Drugs).</p>	<ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face. • Understand and describe the ease with which something posted online can spread. • Identify strategies for keeping personal information safe online. • Describe safe behaviours when using communication technology. • Know that it is illegal to create and share sexual images of children under 18 years old. • Explore the risks of sharing photos and films of themselves with other people directly or online. • Know how to keep their information private online. • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour. • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. • Explain how drugs can be categorised into different groups depending on their medical and legal context. • Demonstrate an understanding that drugs can have both medical and non-medical uses. • Explain in simple terms some of the laws that control drugs in this country. • Understand some of the basic laws relating to drugs. • Explain why there are laws relating to drugs on this country. • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these. • Describe some of the effects and risks of drinking alcohol. • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. • Explain how these emotional needs impact on people's behaviour. • Suggest positive and negative ways that people can get their emotional need met. • Understand and give examples of conflicting emotions. • Understand and reflect on how independence and responsibility go together. 	<p>Social media, parental consent, trolling, online safety, sharing, privacy, personal information, online safety, right to privacy, sharing online, permission, illegal, sexual images, habit, addiction, emotional needs, drug, legal, illegal, medical, non-medical, drug laws, age restrictions, possess, supply, produce, penalties, alcohol, short-term effects, long-term effects, risks, norms, physical needs, emotional needs, independence, conflicting emotions</p>
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PSHE Knowledge and Skills Progression

Y6	Rights and Responsibilities	<p>Know how social media affects how a person feels about themselves (Understanding media bias). Know a few examples of what 'environmentally sustainable living' means (Caring communities). Know the pros and cons of different ways of saving money (Earning and saving money).</p>	<ul style="list-style-type: none"> • Define the terms fact, opinion, biased and unbiased, explaining the difference between them. • Describe the language and techniques that make up a biased report. • Analyse a report also extract the facts from it. • Know the legal age (and reason behind these) for having a social media account. • Understand why people don't tell the truth and often post only the good bits about themselves online. • Recognise that people's lives are much more balanced in real life, with positives and negatives. • Explain some benefits of saving money. • Describe the different ways money can be saved, outlining the pros and cons of each method. • Describe the costs that go into producing an item. • Suggest sale prices for a variety of items, taking into account a range of factors. • Explain what is meant by the term interest. • Recognise and explain that different jobs have different levels of pay and the factors that influence this. • Explain the different types of tax (income tax and VAT) which help to fund public services. • Evaluate the different public services and compare their value. • Explain what we mean by the terms voluntary, community and pressure (action) group. • Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. • Explain what is meant by living in an environmentally sustainable way. • Suggest actions that could be taken to live in a more environmentally sustainable way. 	<p>Biased, unbiased, fact, opinion, stereotype, social media, profile, image, online safety, sharing, saving, bank (building society) account, interest, debit card, cash, value, tax, Income Tax, VAT, public services, voluntary group, community group, pressure (action) group, mission statement, values, beneficiary, campaign bid, pitch, grant, environmentally sustainable, composting, recycling, energy, materials, waste, transport, shop local, food miles, Fair Trade, reuse, democracy, election, manifesto, candidate, voting, voting booth, ballot slip, ballot box, constituencies, House of Commons, MP, proposal, debate, amendments, penalties, enforcement, majority, House of Lords, Royal Assent</p>
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PSHE Knowledge and Skills Progression

6	Being My Best	<p>Know how to overcome problems and challenges on the way to achieving my goals (Aspirations). Know examples of emotional risks or physical risks (Managing risks).</p>	<ul style="list-style-type: none"> • Explain what the five ways to wellbeing are. • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. • Identify aspirational goals. • Describe the actions needed to set and achieve these. • Present information they researched on health and wellbeing issues outlining the key issues and making suggestions for any improvements. • Identify risk factors in a given situation (involving alcohol). • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. • Recognise what risk is. • Explain how a risk can be reduced. • Understand risks related to growing up and explain the need to be aware of these. • Assess a risk to help keep themselves safe. 	<p>Wellbeing, connect, be active, take notice (mindful), keep learning (get creative), give, aspirations, goal setting, perseverance, health, accurate, reliable, sources, assessing, weigh up, dilemma, choices, Red Cross, first aid, emergency, 999, ambulance, operator, information, serious, adult, scenario, script, role, feelings, panic, calm, responsive, unresponsive</p>
6	Growing and Changing	<p>Know an example of a secret that should be shared with a trusted adult (Keeping safe). Know some emotional changes to do with puberty (Body image). Know examples of the ways in which a person feels about themselves can be affected.</p>	<ul style="list-style-type: none"> • Recognise some of the changes they have experienced and their emotional responses to those changes. • Suggest positive strategies for dealing with change. • Identify people who can support someone who is dealing with a challenging time. • Understand that fame can be short-lived. • Recognise that photos can be changed to match society's view of perfect. • Identify qualities that people have, as well as their looks. • Define what is meant by the term stereotype. • Recognise how the media can sometimes reinforce gender stereotypes. • Recognise that people fall into a wide range of what is seen as normal. • Challenge stereotypical gender portrayals of people. • Understand the risks of sharing images online and how these are hard to control, once shared. • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group. • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. • Define the word puberty, giving examples of some of the physical and emotional changes associated with it. • Suggest strategies that would help someone who felt challenged by the changes in puberty. • Know where someone could get support if they were concerned about their own or another person's safety. • Explain the difference between a safe and unsafe secret. • Identify situations where someone might need to break a confidence in order to keep someone safe. 	<p>Change, support, conversation, discuss, body image, self-esteem, manipulation, media manipulation, stereotype, h=gender stereotype, peer pressure, right to privacy, sharing online, online safety, puberty, physical changes, emotional changes, rights, FGM, in confidence, break a confidence, confidential, egg, ovaries, sperm, testicles, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent, HIV, infection, immune system, virus, transmission, sharing needles, sexual contact, prejudice</p>