



Personal, Social, Health and Economic (PSHE) Education Knowledge and Skills Progression Map

Year group/Expected level	CORE THEMES		
	Health and Mental Well Being	Relationships	Living in the Wider World
Nursery <i>There are progressive links to the NC PSHE for KS1&KS2 through the Personal, Social and Emotional Development (PSED) Area of Learning (AoL) in the EYFS. The statements listed in the 3 NC columns are mainly taken from the EYFS PSED curriculum, but additional statements from other AoLs have been added where they specifically support the development of PSED. Please refer to the EYFS planning for key themes and to the EYFS Statutory Framework for the 7 Areas of Learning and Development Matters for the Early Learning Goals.</i> <i>Full details of the EYFS Curriculum can be found in the EYFS Folder under Curriculum.</i>	Children learn to: • Talk about their feelings using words like ‘happy,’ ‘sad,’ ‘angry’ or ‘worried’ • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing.	Children learn to: • Become more outgoing with unfamiliar people in the safe context of their setting • Show more confidence in new social situations. • Play with one or more other children extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Talk with others to solve conflicts.	Children learn to: • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive.
The Early Years Foundation Stage (EYFS) Learning and Development has seven Areas of Learning and 17 Early Learning Goals: • Communication and Language (CL) ➤ Listening, Attention and Understanding ➤ Speaking • Personal, Social and Emotional Development (PSED) ➤ Self-Regulation ➤ Managing Self ➤ Building relationships	• Physical Development (PE) ➤ Gross Motor Skills ➤ Fine Motor Skills • Literacy (L) ➤ Comprehension ➤ Word Reading ➤ Writing • Mathematics (M) ➤ Number ➤ Numerical Patterns		• Understanding The World (UW) ➤ Past and Present ➤ People, Culture and Communities ➤ The Natural World • Expressive Art and Design (EAD) ➤ Creating with Materials ➤ Being Imaginative and Expressive
Key progressive vocabulary linked specifically to aspects of PSHE - In addition to that listed in the columns above: Family, friend, mum, dad, sister, brother, baby, kind, playing nicely together, sharing.			

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Reception <i>There are progressive links to the NC PSHE for KS1&KS2 through the Personal, Social and Emotional Development (PSED) Area of Learning (AoL) in the EYFS. The statements listed in the 3 NC columns are mainly taken from the EYFS PSED curriculum, but additional statements from other AoLs have been added where they specifically support the development of PSED. Please refer to the EYFS planning for key themes and to the EYFS Statutory Framework for the 7 Areas of Learning and Development Matters for the Early Learning Goals.</i> <i>Full details of the EYFS Curriculum can be found in the EYFS Folder under Curriculum.</i> <i>For ease of reference the Early Learning Goals (ELGs) are shown in blue.</i>	Children learn to: - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Manage their own needs. ➤ Personal hygiene - Know and talk about the different factors that support their overall health and wellbeing: ➤ regular physical activity ➤ healthy eating ➤ tooth brushing ➤ sensible amounts of ‘screen time’ ➤ having a good sleep routine ➤ being a safe pedestrian - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Children learn to: - Build constructive and respectful relationships - 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.	Children learn to: - See themselves as a valuable individual. - Think about the perspectives of others. - 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. - Explain the reasons for rules, know right from wrong and try to behave accordingly.			
The Early Years Foundation Stage (EYFS) Learning and Development has seven Areas of Learning and 17 Early Learning Goals: Communication and Language (CL) ➤ Listening, Attention and Understanding ➤ Speaking Personal, Social and Emotional Development (PSED) ➤ Self-Regulation ➤ Managing Self ➤ Building Relationships Physical Development (PE) ➤ Gross Motor Skills ➤ Fine Motor Skills				Literacy (L) ➤ Comprehension ➤ Word Reading ➤ Writing Mathematics (M) ➤ Number ➤ Numerical Patterns		Understanding The World (UW) ➤ Past and Present ➤ People, Culture and Communities ➤ The Natural World Expressive Art and Design (EAD) ➤ Creating with Materials ➤ Being Imaginative and Expressive
Key progressive vocabulary linked specifically to aspects of PSHE - In addition to that listed in the columns above and for nursery: Friend, scared, worried, fruit, vegetables, classmates, taking turns, kind, sharing, taking turns, grown-ups, listening.						

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	Health and Mental Well Being	Relationships	Living in the Wider World
Year 1 Please refer to: <i>The school's PSHE overview plan.</i> <i>The individual Year Group PSHE planning units for more in-depth details of knowledge and aspects to be covered.</i> <i>The Knowledge Organisers.</i> <i>For further information please see National Curriculum guidance for PSHE.</i>	Pupils learn: Aut 1: What helps us stay healthy? - About what keeping healthy means; different ways to keep healthy. - About the people who help us to stay physically healthy. - About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. - Those medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay safe. - About growing and changing from young to old and how people's needs change Spr 1: What helps us stay healthy contd. - Simple hygiene routines that can stop germs from spreading. Sum 1: Who helps keep us safe? - About the people whose job it is to keep us safe - About what to do if there is an accident and someone is hurt. - How to get help in an emergency (How to dial 999 and what to say) Sum 2: Ourselves. - To recognise what makes them special. - To recognise the ways in which we are all unique. - To identify what they are good at, what they like and dislike. - How to manage when finding things difficult - To name the main parts of the body and the bodily similarities and differences between boys and girls. (Refer to school policy) - Preparing to move to a new class/year group.	Pupils learn: Aut 1: Respecting ourselves and others - What is kind and unkind behaviour, and how this can affect others. - How to treat themselves and others with respect; how to be polite and courteous. - How to listen to other people and play and work cooperatively. - How to talk about and share their opinions on things that matter to them. Aut 2: Who is special to us? - To know the roles different people (e.g. acquaintances, friends and relatives) play in our community. - To identify the people who love and care for them and what they do to help them feel cared for. - To understand the different types of families including those that may be different to their own. - To identify common features of family life. - To understand that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.	Pupils learn: Aut 1: How can we look after each other and the world? - How people and other living things have different needs; about the responsibilities of caring for them. - About things they can do to help look after their environment. Aut 2: Introduction to communities - To identify the different groups they belong to e.g.: family, school, clubs, friends etc. Spr 2: What can we do with money? - What money is; forms that money comes in; that money comes from different sources. - That people make different choices about how to save and spend money. - The difference between needs and wants; that sometimes people may not always be able to have the things they want. - That money needs to be looked after; different ways of doing this. Sum 1: Communities contd. - To know about the different roles and responsibilities people have in their community.

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	Health and Mental Well Being	Relationships	Living in the Wider World
Year 1 Contd.		Pupils learn: Sum 1: Safe relationships - How to respond safely to adults they don't know. - What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping on trying until they are heard. Sum 2: What is the same and different about us? - To recognise that some things are private and the importance of respecting privacy; those parts of their body covered by underwear are private. - To recognise the ways in which they are the same and different to others.	Pupils learn: Sum 2: Communities contd. - To recognise the ways they are the same as, and different to, other people. - That everyone has different strengths.
Key vocabulary: Healthy, hygiene, safety, online, same, different, adult, private, similarities, medicines, vaccinations, immunisations, physical, community, dentist, doctor, nurse, germs.		Progression of Personal Skills: Essential Skills and Attributes being developed across all key stages: ❖ Personal Effectiveness ❖ Interpersonal & Social Effectiveness ❖ Managing Risk and Decision-Making	End of learning sequence questions (Review and Reflect) Aut: Can you think of something we can do to keep healthy? Spr: What would you do if you saw someone was upset in your class? Sum: If you felt unsafe or worried what would you do?
Overarching concepts being developed across the PSHE curriculum: Identity: Their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online. Relationships: Including different types and in different settings, including online A healthy, balanced lifestyle: Including physically, emotionally and socially. Relationships, exercise and rest, spending, saving and lifestyle choices. Risk and safety: The identification and assessment of risk and how to manage it. The safety of themselves and others, including behaviour and strategies to employ in different settings, including online and in an increasingly connected world. Diversity and equality: In all its forms. Rights and responsibilities: Including universal human rights, fairness, justice. Change: Managing change, building resilience, skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstances. Career/job: Including economic understanding.			

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	Health and Mental Well Being	Relationships	Living in the Wider World
Year 2 Please refer to: <i>The school's PSHE overview plan.</i> <i>The individual Year Group PSHE planning units for more in-depth details of knowledge and aspects to be covered.</i> <i>The Knowledge Organisers.</i> <i>For further information please see National Curriculum guidance for PSHE.</i>	Pupils learn: Aut 2: How do we recognise our feelings? - About how physical activity helps us to stay healthy; and ways to be physically active every day. - About why sleep is important and different ways to rest and relax. - About different feelings that humans can experience. - How to recognise and name different feelings. - How feelings affect people's bodies and how they behave. - How to recognise what others might be feeling. - To recognise that not everyone feels the same at the same time or feels the same about the same things. - About ways of sharing feelings; a range of words to describe feelings. - About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep. - Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. - To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. - About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. - About rules and age restrictions that keep them safe. - Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.	Pupils learn: Aut 1: What makes a good friend? - About how people make friends and what makes a good friendship. - About how to recognise when they or someone else feels lonely and what to do. - Simple strategies to resolve arguments between friends positively. - How to ask for help if a friendship is making them feel unhappy. - How to talk about and share their opinions on things that matter to them. <i>(Revisited from Y1)</i> Spr 1: What is bullying? - That bodies and feelings can be hurt by words and actions; that people can say hurtful things online. - About how people may feel if they experience hurtful behaviour or bullying. - What is kind and unkind behaviour, and how this can affect others. <i>(Revisited from Y1)</i> - That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. - How to listen to other people and play and work cooperatively. <i>(Revisited from Y1)</i> - How to respond if physical contact makes them feel uncomfortable or unsafe. - How to treat themselves and others with respect; how to be polite and courteous - Knowing there are situations when they should ask for permission and also when their permission should be sought.	Pupils learn: Spr 2: Rules are important - What rules are, why they are needed, and why different rules are needed for different situations. - That not all information seen online is true. Sum 1: Using the internet safely - How the internet and digital devices can be used safely to find things out and to communicate with others. - The role of the internet in everyday life. Sum 2: What jobs do people do? - That jobs help people to earn money to pay for things. - Different jobs that people they know or people who work in the community do. - Some of the strengths and interests someone might need to do the different types of jobs.

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Year 2 Contd.	Pupils learn: Spr 2: What helps us to stay safe? - About rules and age restrictions that keep them safe. <i>(Revisited from Aut 2)</i> - To recognise risk in simple everyday situations and what actions to take to minimise harm. - About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters). - That household products (including medicines) can be harmful if not used correctly. - Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. - Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. <i>(Revisited from Aut 2).</i> Sum 1: What helps us grow and stay healthy? - About what keeping healthy means; different ways to keep healthy. <i>(Revisited from Y1)</i> - About foods that support good health and the risks of eating too much sugar. - How to keep safe in the sun and protect skin from sun damage. - About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. - About things that people can put into their body or on their skin; how these can affect how people feel.	Pupils learn: Spr 2: Appropriate behaviour (continuation of Spr 1 - bullying) - That sometimes people may behave differently online, including by pretending to be someone they are not. - How to respond if physical contact makes them feel uncomfortable or unsafe <i>(Revisited from Spr 1)</i> - The importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). - Basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe. - What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping on trying until they are heard. <i>(Revisited from Y1)</i>	
Key vocabulary: Activity, friendship, resolve, arguments, feelings, behaviour, trusted adult, bullying, hurtful.		Progression of Personal Skills. Essential Skills and Attributes being developed across all key stages: Personal Effectiveness - Interpersonal & Social Effectiveness - Managing Risk and Decision-Making	
Overarching concepts being developed across the PSHE curriculum: Identity: Their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online. Relationships: Including different types and in different settings, including online A healthy, balanced lifestyle: Including physically, emotionally and socially. Relationships, exercise and rest, spending, saving and lifestyle choices. Risk and safety: The identification and assessment of risk and how to manage it. The safety of themselves and others, including behaviour and strategies to employ in difference settings, including online and in an increasingly connected world. Diversity and equality: In all its forms. Rights and responsibilities: Including universal human rights, fairness, justice. Change: Managing change, building resilience, skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstances. Career/job: Including economic understanding.			End of learning sequence questions (Review and Reflect) Aut: Can you think of some words that describe feelings? Spr: What are rules? Sum: How would you help to keep yourself safe in the park?

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Year 3 Please refer to: <i>The school's PSHE overview plan.</i> <i>The individual Year Group PSHE planning units for more in-depth details of knowledge and aspects to be covered.</i> <i>The Knowledge Organisers.</i> <i>For further information please see National Curriculum guidance for PSHE.</i>	Pupils learn: Aut 2: What keeps us safe? - That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it. - How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. Aut 2: What keeps us safe contd. - About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. - About the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully). - About the importance of keeping personal; information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. - About what is meant by first aid; basic techniques for dealing with common injuries. - How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.	Pupils learn: Aut 1: How can we be a good friend? - What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendship as to face-to-face relationships. - The importance of seeking support if feeling lonely or excluded. - That healthy friendships make people feel included; recognise when others may feel lonely or excluded; think of strategies for how to include them. - About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. - That friendships have ups and downs; To think of strategies to resolve disputes and reconcile differences positively and safely. - To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and how to manage this and ask for support if necessary. Aut 1: Friendships - Building on staying safe from Y2. - Recognise different types of physical contact; what is acceptable and unacceptable; develop strategies to respond to unwanted physical contact. - About seeking and giving permission (consent) in different situations. - How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. - Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).	Pupils learn: Spr 2: What makes a community? - About the different groups that make up their community; what living in a community means. - To value the different contributions that people and groups make to the community. - About diversity: What it means – the benefits of living in a diverse community; about valuing diversity within communities.

Year group/Expected level	CORE THEMES		
	Health and Mental Well Being	Relationships	Living in the Wider World
Year 3 Contd.	Pupils learn: Sum 1: Why should we eat well and look after our teeth? • How to make informed decisions about health. • About the elements of a balanced, healthy lifestyle. • About choices that support a healthy lifestyle and recognise what might influence these. • How to recognise that habits can have both positive and negative effects on a healthy lifestyle. • About what good physical health means; how to recognise early signs of physical illness. • About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. • How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas, the effects of smoking) • How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. Sum 2: Why should we eat well and look after our teeth contd. • How to make informed decisions about health (<i>Building on from Sum 1</i>) • How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. • About the elements of a balanced, healthy lifestyle (<i>Building on from Sum 1</i>) • About choices that support a healthy lifestyle, and recognise what might influence these (<i>Building on from Sum 1</i>) • How to recognise that habits can have both positive and negative effects on a healthy lifestyle. (<i>Building on from Sum 1</i>) • About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and the ability to learn. • How and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health. (<i>Building on from Sum 1</i>)	Pupils learn: Spr 1: What are families like? • That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart. • That a feature of positive family life is caring relationships. Think about the different ways in which people care for each other. • To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability. • To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. Spr 2: Similarities and differences. • About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. • To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own.	

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	Health and Mental Well Being	Relationships	Living in the Wider World
Year 3 Contd.			
Key vocabulary: Allergy, hygiene, medicines, prevention, vaccinations, immunisation, identity, change, outcome, rights, healthy lifestyle, rest, exercise, physical health, emotional health, feelings, hazards, dangerous situation, diversity, quality.		Progression of Personal Skills: Essential Skills and Attributes being developed across all key stages: ❖ Personal Effectiveness ❖ Interpersonal & Social Effectiveness ❖ Managing Risk and Decision-Making	End of learning sequence questions (Review and Reflect) Aut: What is a hazard? Can you give an example? Spr: What is a community and what is our role within it? Sum: Why is a good night's sleep important?
Overarching concepts being developed across the PSHE curriculum: Identity: Their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online. Relationships: Including different types and in different settings, including online A healthy, balanced lifestyle: Including physically, emotionally and socially. Relationships, exercise and rest, spending, saving and lifestyle choices. Risk and safety: The identification and assessment of risk and how to manage it. The safety of themselves and others , including behaviour and strategies to employ in difference settings, including online and in an increasingly connected world. Diversity and equality: In all its forms. Rights and responsibilities: Including universal human rights, fairness, justice. Change: Managing change, building resilience, skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstances. Career/job: Including economic understanding.			

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	Health and Mental Well Being	Relationships	Living in the Wider World
Year 4 Please refer to: <i>The school's PSHE overview plan.</i> <i>The individual Year Group PSHE planning units for more in-depth details of knowledge and aspects to be covered.</i> <i>The Knowledge Organisers.</i> <i>For further information please see National Curriculum guidance for PSHE.</i>	Pupils learn: Aut 2: What strengths, skills and interests do we have? - To recognise their individuality and personal qualities - To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. - About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. Spr 1: How can we manage our feelings? - To recognise that feelings can change over time and range in intensity. - About everyday things that affect feelings and the importance of expressing feelings. - A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. - Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. - About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.	Pupils learn: Aut 1: How do we treat each other with respect? - To understand bullying, including offline and online, and the consequences of hurtful behaviour. - About discrimination – what it means and how to challenge it. - About privacy and personal boundaries: What is appropriate in friendships and wider relationships (including online). - Recognise different types of physical contact;; what is acceptable and unacceptable and strategies to respond to unwanted physical contact. (<i>Revisited from Y3</i>). - About keeping something confidential or secret, when this should (.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. - Where to get advice and report concerns if worried about their own or someone else's personal safety (including online). - That personal behaviour can affect other people; to recognise and model respectful behaviour online. - To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. Spr 2: Listening to others' points of view (Building on Y1 – Aut 1 - Respecting self and others) - How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.	Pupils learn: Aut 1: Shared responsibilities - To recognise there are human rights, which are there to protect everyone. - About the relationships between rights and responsibilities. - About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. Spr 2: What decisions can people make with money? (Building on Y1 – Spr 2) - About the different ways to pay for things and the choices people have about this. - To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money.' - To recognise that people make spending decisions based on priorities, needs and wants. - Different ways to keep track of money. - About the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. - To identify the ways that money can impact on people's feelings and emotions. - To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.

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Year 4 Contd.	Pupils learn: Sum 2: How can we manage risk in different places? - About the benefits of sun exposure and the risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. - Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. - How to predict, assess and manage risk in different situations. - Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about. - About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content or contact. <i>(Revisited from Y3)</i> - To recognise there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.	Pupils learn: Sum 1: Listening to others' points of view (continuation from previous term) - How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. <i>(Continuation on from previous term).</i> Sum 2: Bullying (Building on Y3 – Aut 2) - To understand bullying, including offline and online, and the consequences of hurtful behaviour. <i>(Revisited from Aut 1)</i> - Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others) and how to report concerns and get support. - About discrimination: What it means and how to challenge it. <i>(Revisited from Aut 1)</i> - About privacy and personal boundaries – what is appropriate in friendships and wider relationships (including online). <i>(Revisited from Aut 1)</i> - About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. - How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. - Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. <i>(Revisited from Aut 1)</i> - About keeping something confidential or secret, when this should (e.g. birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. <i>(Revisited from Aut 1)</i> - Where to get advice and report concerns if worried about their own or someone else's personal safety (including online) <i>(Revisited from Aut 1)</i> - That personal behaviour can affect other people; to recognise and model respectful behaviour online. <i>(Revisited from Aut 1)</i> - To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. <i>(Revisited from Aut 1)</i>	Pupils learn: Sum 1: How can our choices make a difference to others and the environment? - That people's spending decisions can affect others and the environment (e.g. fair trade, buying single-use plastics, or giving to charity. - The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for other. - Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) Sum 2: social media - rules and responsibilities. - Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. - To recognise reasons for rules and laws; consequences of not adhering to rules and laws.

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	Health and Mental Well Being	Relationships	Living in the wider world
Year 4 Contd.			
Key vocabulary: Lifestyle choices, balanced lifestyle, responsibility, characteristics, challenge, change, circumstances, economic, behaviour, appropriate, inappropriate, skills, bullying, persuasion, informed decision-making, power.		Progression of Personal Skills: Essential Skills and Attributes being developed across all key stages: ❖ Personal Effectiveness ❖ Interpersonal & Social Effectiveness ❖ Managing Risk and Decision-Making	End of learning sequence questions (Review and Reflect) Aut: What is meant by 'treating people with respect?' Spr: Why is it important to make informed decisions about spending money? Sum: What is bullying and how does it affect people?
Overarching concepts being developed across the PSHE curriculum: Identity: Their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online. Relationships: Including different types and in different settings, including online A healthy, balanced lifestyle: Including physically, emotionally and socially. Relationships, exercise and rest, spending, saving and lifestyle choices. Risk and safety: The identification and assessment of risk and how to manage it. The safety of themselves and others, including behaviour and strategies to employ in different settings, including online and in an increasingly connected world. Diversity and equality: In all its forms. Rights and responsibilities: Including universal human rights, fairness, justice. Change: Managing change, building resilience, skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstances. Career/job: Including economic understanding.			

Year group/Expected level	CORE THEMES		
	Health and Mental Well Being	Relationships	Living in the Wider World
Year 5 Please refer to: <i>The school's PSHE overview plan.</i> <i>The individual Year Group PSHE planning units for more in-depth details of knowledge and aspects to be covered.</i> <i>The Knowledge Organisers.</i> <i>For further information please see National Curriculum guidance for PSHE.</i>	Pupils learn: Aut 1: What makes up a person's identity? - About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) - That for some people gender identity does not correspond with their biological sex. Looking at gender stereotypes. <i>(Revisited from Y3)</i> Spr 1: How can we help in an accident or emergency? - About what is meant by first aid; basic techniques for dealing with common injuries. <i>(Revisited from Y3)</i> - How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say. <i>(Revisited from Y3)</i> Sum 1: How will we grow and change? - About the physical and emotional changes that happen when approaching and during puberty, including menstrual wellbeing. - About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. - About where to get more information, help and advice about growing and changing, especially about puberty.	Pupils learn: Aut 1: Respecting differences and similarities between people (Building on Y3 Spr 2) - About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. <i>(Revisited from Y3)</i> Aut 2: How can friends communicate safely? - How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know) <i>(Revisited from Y4)</i> - About seeking and giving permission (consent) in different situations <i>(Revisited from Y3)</i> - Where to get advice and report concerns if worried about their own or someone else's personal safety (including online) <i>(Revisited from Y3)</i> - To recognise what is means to 'know someone online' and how this differs from knowing someone 'face-to-face.' To understand the risks of communicating online with others not known face-to-face. - To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and how to manage this and ask for support if necessary. <i>(Revisited from Y3)</i>	Pupils learn: Aut 1: What do we mean by stereotyping? - About stereotypes: How they can negatively influence behaviours and attitudes towards other; strategies for challenging stereotypes. - Recognise ways in which the internet and social media can be used both positively and negatively. - Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. <i>(Revisited from Y4)</i> Spr 2: What jobs would we like? - That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. - About stereotypes in the workplace and that a person's career aspirations should not be limited by them. - About what might influence people's decision about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs. - That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. - About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. - To identify the kind of job that they might like to do when they are older. - To recognise a variety of routes into careers (e.g. collage, apprenticeship, university)

Year group/Expected level	CORE THEMES		
	Health and Mental Well Being	Relationships	Living in the Wider World
Year 5 Contd.	Pupils learn: Sum 2: How can drugs affect health? - How to make informed decisions about health. <i>(Revisited from Y3)</i> - About choices that support a healthy lifestyle and recognise what might influence these. <i>(Revisited from Y3)</i> - How to recognise that habits can have both positive and negative effects on a healthy lifestyle. <i>(Revisited from Y3)</i> - About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to stop. - To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others <i>(Revisited from Y4)</i> - About why people choose to use or not use drugs (including nicotine, alcohol and medicines) - About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.	Pupils learn:	Pupils learn:
	Key vocabulary: Identity, personal qualities, attitudes, skills, achievements, personal privacy, relationships, risk, protect, rights, responsibilities, ambition, permission, fairness, justice, misuse, legal, alcohol, nicotine, diversity, equality, career, employment.	Progression of Personal Skills: Essential Skills and Attributes being developed across all key stages: ❖ Personal Effectiveness ❖ Interpersonal & Social Effectiveness ❖ Managing Risk and Decision-Making	
Overarching concepts being developed across the PSHE curriculum: Identity: Their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online. Relationships: Including different types and in different settings, including online A healthy, balanced lifestyle: Including physically, emotionally and socially. Relationships, exercise and rest, spending, saving and lifestyle choices. Risk and safety: The identification and assessment of risk and how to manage it. The safety of themselves and others, including behaviour and strategies to employ in different settings, including online and in an increasingly connected world. Diversity and equality: In all its forms. Rights and responsibilities: Including universal human rights, fairness, justice. Change: Managing change, building resilience, skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstances. Career/job: Including economic understanding.			End of learning sequence questions (Review and Reflect) Aut: What do we mean by identity and is stereotyping the same? Spr: Why is it important to start to think about what job or career you would like to do when you leave school? Sum: Are all drugs bad for you?

Year group/Expected level	CORE THEMES		
	Health and Mental Well Being	Relationships	Living in the Wider World
Year 6 Please refer to: <i>The school's PSHE overview plan.</i> <i>The individual Year Group PSHE planning units for more in-depth details of knowledge and aspects to be covered.</i> <i>The Knowledge Organisers.</i> <i>For further information please see National Curriculum guidance for PSHE.</i>	Pupils learn: Aut 1 & 2: How can we keep healthy as we grow? (Building on Y2 & Y5) – including both physical and mental health. - Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. - To understand what positively and negatively affects their physical, mental and emotional health. - Recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. - To understand how to make informed choices (including recognising that choices have positive, neutral and negative consequences) - To make informed choices about developing a healthy and balanced lifestyle (<i>Building on prior knowledge</i>) - That mental health, just like physical health, is part of daily life; the importance of taking care of mental health. - About strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in clubs, activities and hobbies. - To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support, and that it is important to discuss feelings with a trusted adult. - To use basic techniques for resisting pressure to do something dangerous, unhealthy, silly or something that makes them feel uncomfortable or anxious or that they think is wrong.	Pupils learn: Sum 1 & 2: What will change as we become more independent? How do friendships change as we grow? - That people have different kinds of relationships in their lives. - How friendships may change as they grow and how to manage this. - That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime. - How growing up and becoming more independent comes with increased opportunities and responsibilities. - How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing. How puberty relates to growing from childhood to adulthood (school nurse delivering) - Strategies to manage transitions as they get ready to leave primary school for secondary school. - Problem-solving strategies for dealing with emotions, challenges and change, especially around transition to secondary school. - About the new opportunities and responsibilities that increasing independence may bring. - Recognise how their increasing independence brings increased responsibility to keep themselves and others safe. - To differentiate between the terms 'risk,' 'danger' and 'hazard.' To be covered in March - Trip - To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use)	Pupils learn: Spr 1 & 2: How can the media influence people? - How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions - That not everything should be shared online or social media and that there are rules about this, including the distribution of images - That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions - How text and images can be manipulated or invented; strategies to recognise this - To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts - To recognise unsafe or suspicious content online and what to do about it - How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them - How to make decisions about the content they view online or in the media and know if it is appropriate for their age range - How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue - To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have - To discuss and debate what influences people's decisions, taking into consideration different viewpoints - To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.

		and risks in the local environment) and use this as an opportunity to build resilience. To be covered in March - Trip	Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves (<i>Building on prior knowledge</i>)
Year group/Expected level	CORE THEMES		
	Health and Mental Well Being	Relationships	Living in the Wider World
Key vocabulary: Attributes, influences, boundaries, , physically, emotionally, socially, , identification, manage risk, avoid, employment, strategy, human rights, universal, resilience, coercion, enterprise, employability, economic, consent, negotiate, apprenticeship, college, university.		Progression of Personal Skills: Essential Skills and Attributes being developed across all key stages: ❖ Personal Effectiveness ❖ Interpersonal & Social Effectiveness ❖ Managing Risk and Decision-Making	
Overarching concepts being developed across the PSHE curriculum: Identity: Their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online. Relationships: Including different types and in different settings, including online A healthy, balanced lifestyle: Including physically, emotionally and socially. Relationships, exercise and rest, spending, saving and lifestyle choices. Risk and safety: The identification and assessment of risk and how to manage it. The safety of themselves and others , including behaviour and strategies to employ in difference settings, including online and in an increasingly connected world. Diversity and equality: In all its forms. Rights and responsibilities: Including universal human rights, fairness, justice. Change: Managing change, building resilience, skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstances. Career/job: Including economic understanding.		End of learning sequence questions (Review and Reflect) Aut: What affects your physical, mental and emotional health? What kind of Problem-solving strategies could we use when we find ourselves struggling with our emotions? Spr: How are friendships likely to change when we go to secondary school and how can we manage this? Sum: As individuals – how can we make sure that social media is not used inappropriately?	