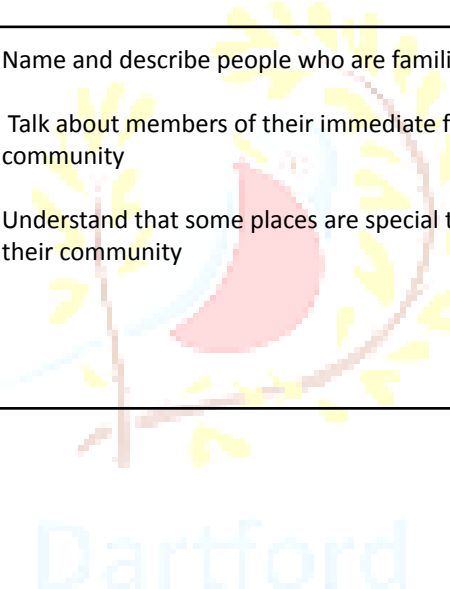


## Knowledge, Skills and Understanding Progression maps PSHE / RSE

<b>EYFS</b>			
	<b>3 &amp; 4-year-olds will be learning to:</b>	<b>Children in Reception will be learning to:</b>	<b>ELG</b>
<b>Personal Social Emotional Development</b>	<p>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.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Show more confidence in new social situations</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Understand gradually how others might be feeling.</p>	<p>See themselves as a valuable individual</p> <p>Manage their own needs</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Build constructive and respectful relationships</p> <p>Think about the perspectives of others</p> <p>Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of challenge</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>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</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs</p>

## Knowledge, Skills and Understanding Progression maps

### PSHE / RSE

	<p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>		
<p><b>Understanding of the World</b></p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Show interest in different occupations.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Name and describe people who are familiar to them</p> <p>Talk about members of their immediate family and community</p> <p>Understand that some places are special to members of their community</p>	<p>Talk about the lives of the people around them and their roles in society</p>
<p><b>Communication and Language</b></p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</p>		
<p><b>Physical Development</b></p>	<p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing - regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p> <p>Further develop the skills they need to manage the school day successfully - lining up and queuing, mealtimes, personal hygiene</p>	

## Knowledge, Skills and Understanding Progression maps

### PSHE / RSE

## KS1

### Y1

Dreams and Goals	Relationships	Keeping Healthy	Celebrating_Difference	Keeping Safe	Change
<p>Set simple goals.</p> <p>Set a simple goal and work out how to achieve it.</p> <p>Understand how to work well with a partner.</p> <p>Tackle a new challenge and understand that this may stretch their learning.</p> <p>Identify obstacles which make it more difficult to achieve a new challenge and work out how to overcome them.</p> <p>Tell someone how they felt when they succeeded in a new challenge and how they celebrated it.</p>	<p>Identify the members of their family and understand that there are lots of different types of families.</p> <p>Identify what being a good friend to me is and make sensible decisions when choosing friends.</p> <p>Know that friends do not have to look the same or be from the same background.</p> <p>Understand that not everyone they meet will want to be friends, but they can still be respectful to each other.</p> <p>Know appropriate ways of physical contact to greet my friends and which ways they prefer.</p> <p>Explain what bullying is.</p> <p>Know some people who they could talk to if they were feeling unhappy or being bullied</p>	<p>Understand the difference between being healthy and unhealthy</p> <p>Know some ways to keep myself healthy.</p> <p>Know how to keep myself clean and healthy</p> <p>Understand how germs cause disease/illness</p> <p>Know that all household products, including medicines, can be harmful if not used properly.</p> <p>Understand that medicines can help me if someone feels poorly and knows how to use them safely.</p> <p>Tell someone why they think their body is amazing</p> <p>Identify some ways to keep their body safe and healthy.</p>	<p>Identify similarities between people in their class.</p> <p>Identify differences between people in their class.</p> <p>Know that it is good to make friends that are different from them.</p> <p>Tell someone ways they are different from their friends.</p>	<p>Recognise the choices they make and understand the consequences.</p> <p>Know how to keep safe when crossing the road</p> <p>Know about people who can help me stay safe.</p> <p>Understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits).</p> <p>Recognise that people make choices about what to buy.</p> <p>Understand that they may not always be able to have all the things they want.</p> <p>Explain what to do if they have a headache or vomit</p> <p>Know how to call 999</p>	<p>Start to understand the life cycle of animals and humans.</p> <p>Identify some things about them that have changed and some things that have stayed the same.</p> <p>Tell you how their body has changed since they were a baby.</p> <p>Identify the parts of a body that make boys different to girls and use the correct names for these.</p> <p>Understand that every time I learn something new I change a little bit.</p> <p>Talk about changes that have happened in their life.</p> <p>Discuss their worries and the things they are looking forward to about being in Year 2.</p>

## Knowledge, Skills and Understanding Progression maps

### PSHE / RSE

Y2					
Dreams and Goals	Relationships	Keeping Healthy	Celebrating Difference	Keeping Safe	Change
<p>Choose a realistic goal and think about how to achieve it.</p> <p>Persevere even when they find tasks difficult.</p> <p>Recognise who it is easy for them to work with and who it is more difficult for them to work with.</p> <p>Work respectfully with others to reach a small goal.</p> <p>Explain some of the ways they worked with others to reach that goal.</p> <p>Share success with other people.</p>	<p>Understand their relationship with my family members</p> <p>Know why it is important to share and cooperate.</p> <p>Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>Identify some of the things that cause conflict with friends.</p> <p>Understand the importance of permission seeking and giving.</p> <p>Recognise and appreciate people who can help them in their family, school and community.</p> <p>Express appreciation for the people in their special relationships.</p> <p>Understand what bullying is and that sometimes it is about difference.</p>	<p>Know what they need to keep their body healthy (eating, rest, exercise affects weight, mood and ability to learn)</p> <p>Recognise signs of illness e.g. weight loss.</p> <p>Show or tell what relaxed means</p> <p>Know some things that make them feel relaxed and some that make them feel stressed.</p> <p>Understand that medicines work in their body and how important it is to use them safely.</p> <p>Decide which foods to eat to give my body energy.</p> <p>Understand that the internet is important but that they also need to ration screen time.</p> <p>Think of ways to manage screen time.</p>	<p>Start to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>Understand that bullying is sometimes about difference.</p> <p>Know some ways to make friends.</p> <p>Identify ways they are different from their friends.</p>	<p>Understand the rights and responsibilities for being a member of class and school (keeping each other safe).</p> <p>Recognise the choices they make and understand the consequences.</p> <p>Recognise what is right and wrong and know how to look after themself.</p> <p>Know about road safety and how to ask for help.</p> <p>Explain why it is not always good to keep a secret if it does not keep them safe.</p> <p>Explain what to do if they have an eye injury, broken bone or nosebleed.</p>	<p>Recognise cycles of life in the body.</p> <p>Explain the natural process of growing from young to old and understand that this is not in their control.</p> <p>Recognise how their body has changed since being a baby and where they are on the continuum from young to old.</p> <p>Recognise the physical differences between girls and boys, use the correct names for parts and appreciate that some parts of the body are private.</p> <p>Identify what they are looking forward to when they are in year 3 and the changes they might make.</p>

## Knowledge, Skills and Understanding Progression maps

### PSHE / RSE

## KS2

### Year 3

Dreams and Goals	Relationships	Keeping Healthy	Celebrating_Difference	Keeping Safe	Change
<p>Reflect on and celebrate achievements from the past year (inside and outside of school).</p> <p>Identify a goal or ambition that is important to them and explain why.</p> <p>Break down a goal into steps to achieve it.</p> <p>Consider possible obstacles.</p>	<p>Understand personal boundaries</p> <p>Know what they're willing to share with people and that they have privacy rights.</p> <p>Judge what physical contact is acceptable or unacceptable and know how to respond.</p> <p>Explain what the characteristics of a good friendship are.</p> <p>Know that real life friendships are reciprocal and online friendships should still have the same characteristics.</p> <p>Know how to recognise bullying and abuse in all its forms.</p> <p>Explain that communicating online can be different than communicating in person.</p> <p>Know how to behave when communicating online.</p>	<p>Know that bacteria and viruses can affect health and how simple routines can reduce this.</p> <p>Sort foods into the correct food groups and know which foods the body needs every day to keep healthy.</p> <p>Know how to deepen their understanding of feelings</p> <p>Know what positively and negatively affects physical, mental and emotional health (rest, food, friends, family, support)</p> <p>Know what constitutes a healthy diet (calories and other nutritional content, balanced diet benefits).</p>	<p>Explain that it is important to respect differences, even if people have different beliefs or customs.</p> <p>Research the customs of places outside of the UK and explain how they are different.</p> <p>Celebrate these differences.</p> <p>Appreciate the range of national, regional, religious and ethnic identities in the UK.</p>	<p>Explain that we all have human rights shared by people/societies and that children have their own special rights.</p> <p>Differentiate between the terms risk, danger and hazard</p> <p>Understand school rules about health and safety, basic emergency first aid and how and where to get help - Bites and Stings, Cuts and Grazes, calling emergency services).</p> <p>Know about people who are responsible for helping stay safe and how they can help.</p> <p>Understand how manufacturers and shops persuade us to spend money.</p> <p>Recognise when people are trying to pressure people to spend their money and how this feels.</p>	<p>Know that we have different kinds of responsibilities, rights and duties at home, school, community and towards the environment</p> <p>Know about change, including transitions, loss, separation, divorce and bereavement</p> <p>Identify what they are looking forward to when they are in Year 4.</p> <p>Think about changes they will make when they are in Year 4</p>

## Knowledge, Skills and Understanding Progression maps

### PSHE / RSE

Year 4					
Dreams and Goals	Relationships	Keeping Healthy	Celebrating Difference	Keeping Safe	Change
<p>Set high aspirations and goals, some of which might include areas to improve.</p> <p>Understand that not all hopes come true, but use these experiences to build new dreams. Resilience</p> <p>Work collaboratively towards shared goals, taking on other people's ideas and encouraging a team spirit.</p>	<p>Explain what a 'welcoming' friendship is.</p> <p>Explain that being unwelcoming to others can make people feel lonely and isolated in a friendship.</p> <p>Know that life is more fun when we let other people's ideas and personalities into our groups.</p> <p>Explain why trust is very important in a friendship and know the actions that can damage trust in a relationship.</p> <p>Realise the consequences of bullying and be able to develop support strategies for themselves and others at risk.</p> <p>Explain all forms of bullying.</p> <p>Problem solve a bullying situation with others.</p>	<p>Know what positively and negatively affects physical, mental and emotional health (recognise anxiety, shame, pressure)</p> <p>Make informed choices, recognising positive and negative consequences, and begin to understand a balanced lifestyle (obesity, dental health - tooth decay, regular vigorous exercise, bad food habits).</p> <p>Recognise when others' actions make them feel inadequate and manage this with simple self care techniques.</p> <p>Know who to ask for help if worried about their health.</p>	<p>Explain something that is unique about them.</p> <p>Explain why it is good to accept people for who they are.</p> <p>Appreciate the range of national, regional, religious and ethnic identities in the UK .</p> <p>Consider the lives of people living in other places and people with different values and customs.</p>	<p>Understand school rules about health and safety, basic emergency first aid and how and where to get help</p> <p>Know strategies for keeping physically safe, including, fire and water safety (water is the focus e.g swimming, floods etc).</p> <p>Know how to recognise how increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>Know how to help people with asthma, sprains and people who have sprains .</p> <p>Explain why people might behave differently online.</p> <p>Explore what an online 'stranger' is.</p> <p>Explain that in a positive online friendship, a friend will respect boundaries and privacy.</p>	<p>Know how the body and emotions may change as they approach and move through puberty.</p> <p>Know about human reproduction.</p> <p>Identify what they are looking forward to when they are in Year 5.</p> <p>Reflect on the changes they would like to make when they are in Year 5 and can describe how to go about this.</p>

## Knowledge, Skills and Understanding Progression maps

### PSHE / RSE

Year 5					
Dreams and Goals	Relationships	Keeping Healthy	Celebrating Difference	Keeping Safe	Change
<p>Know about the range of jobs carried out by people.</p> <p>Begin to identify future careers.</p> <p>Identify the things that will motivate them to achieve a goal.</p> <p>Work collaboratively towards shared goals and negotiate roles with other people in the team.</p> <p>Know different kinds of duties, rights and responsibilities at home, school, in the community and in the environment.</p>	<p>Recognise and manage dares.</p> <p>Explain how actions can affect others and myself.</p> <p>Realise consequences of anti-social, aggressive and harmful behaviours (bullying, discrimination) and be able to develop support strategies for themselves and others at risk</p> <p>Know how to recognise bullying and abuse in all its forms and how to support others being bullied.</p> <p>Recognise ways in which a relationship can be unhealthy, how to resist pressure and who to talk to if they need support.</p> <p>Understand they have the right to protect their body from inappropriate or unwanted contact.</p> <p>Know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources</p>	<p>Know how to deepen my understanding of feelings, particularly with regards to my body image.</p> <p>Explain what self respect is and know that this is just as important as everyone else.</p> <p>Know how to use mobile phones responsibly, including safe user habits, e.g. time limits, passwords.</p> <p>Explore and critique how the media present information.</p> <p>Know that online violent behaviour can lead to offline violent behaviour.</p> <p>Know what positively and negatively affects physical, mental and emotional health and how to manage this (isolation, loneliness, safe and unsafe exposure to the sun/reducing the risk of sun damage).</p>	<p>Appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>Consider and respect the lives of people living in other places and people with different values and customs.</p> <p>Compare their life with people in developing countries.</p> <p>Enjoy an experience from a culture different from my own.</p> <p>Know about stereotypes and how these can damage.</p> <p>Know what racism is.</p> <p>Realise the consequences of teasing and prejudice-based language.</p>	<p>Know strategies for keeping emotionally safe.</p> <p>Understand school rules about health and safety, basic emergency first aid.</p> <p>Know how to help people who are bleeding .</p> <p>Understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes).</p> <p>Identify where people can access reliable information and support.</p> <p>Explain what online abuse and trolling are and how this can negatively affect someone.</p> <p>Critically examine online information.</p> <p>Explain how data/ information is shared and used online.</p>	<p>Know what being part of a community means, and about the varied institutions that support communities locally and nationally (RECAP)</p> <p>Know how their body and emotions may change as they approach and move through puberty</p> <p>Know about human reproduction</p> <p>Identify what they are looking forward to when they are in Year 6</p> <p>Start to think about changes they will make when they are in Year 6 and know how to go about this.</p>

## Knowledge, Skills and Understanding Progression maps

### PSHE / RSE

Year 6					
Dreams and Goals	Relationships	Keeping Healthy	Celebrating Difference	Keeping Safe	Change
<p>Think about long term goals (for secondary school and later life).</p> <p>Research a job that they would like to do in the future and think about the learning steps needed to reach this goal.</p> <p>Make challenging goals for themselves (e.g. one goal inside school, one goal outside of school).</p>	<p>Listen and respond respectfully to a wide range of people and be able to constructively challenge others.</p> <p>Know what a positive, healthy relationship is and develop skills to foster this.</p> <p>Know that civil partnerships and marriages are examples of commitment and that there is a legal age.</p> <p>Know that two people who love and care for each other can be in a committed relationship and not be married or in a civil partnership</p> <p>Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise (with friends).</p> <p>Know that violence is never the answer.</p> <p>Explain what 'psychological bullying' is as well as all other forms.</p>	<p>Know how to manage requests for images of themselves and what is not appropriate.</p> <p>Critically examine what is presented in social media and understand misrepresentation</p> <p>Know not to forward to others.</p> <p>Know what positively and negatively affects physical, mental and emotional health (importance of early intervention, where to seek help if they or others need help - online or in person).</p> <p>Know which, why and how substances (drugs, tobacco, alcohol, energy drinks etc) can damage my health and that some are restricted or illegal.</p> <p>Understand 'habits' and why they can be hard to change.</p> <p>Know facts and science relating to allergies, immunisation and vaccination.</p>	<p>Appreciate the range of national, regional, religious and ethnic identities in the UK .</p> <p>Consider the lives of people living in other places and people with different values and customs.</p> <p>Explain ways in which difference can be a cause for celebration.</p> <p>Know that differences and similarities between people arise from a number of factors, including sexual orientation, gender, disability etc.</p> <p>Explain how having a disability could affect someone's life.</p> <p>Give examples of people who have disabilities leading a great life (e.g. Olympians).</p>	<p>Understand school rules about health and safety, basic emergency first aid and how and where to get help.</p> <p>Know strategies for keeping physically safe, including road, fire, water and cycle safety.</p> <p>Explain the difference between manageable and unmanageable debt and how this can make people feel.</p> <p>Know how to take part in changing/making rules</p> <p>Know that universal rights are there to protect everyone and have primacy over national law, family and community practises</p> <p>Know how rules and laws that protect are made and enforced.</p> <p>Know about age restricted content and how this can affect wellbeing.</p> <p>Explain how 'influencers' can influence people's behaviour.</p>	<p>Know about taking care of their body and understand the right to protect it from inappropriate or unwanted contact.</p> <p>Know how their body and emotions may change as they approach and move through puberty.</p> <p>Know about human reproduction.</p> <p>Identify what they are looking forward to and what worries them about the transition to secondary school.</p> <p>Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (thinking about their role in this as they get older).</p>



## Knowledge, Skills and Understanding Progression maps

### PSHE / RSE

	<p>Know some of the reasons people use bullying behaviours.</p> <p>Explain strategies for managing feelings in bullying situations and for problem solving.</p>	<p>Know why paracetamol, ibuprofen, aspirin and antihistamines are used,</p> <p>Know that medication should be taken with the consent of doctors/parents/guardians.</p>		<p>Know what harmful content is and strategies to avoid this.</p> <p>Understand that they should never mislead anyone about identity online.</p> <p>Know about internet cookies and echo chambers.</p>	
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