



PSHE PROGRESSION: Disciplinary and Substantive knowledge

Relationships					
	KS1	Year 3	Year 4	Year 5	Year 6
Families and people who care for me		Can give examples of different types of families.	<p>Understand that individuals can make a difference in relation to different things such as the environment, looking after people (including friends) and can give an example of one of these.</p> <p>Can explain how a 'bystander' can have a positive effect on negative behaviour they witness.</p> <p>Can give examples of positive and negative influences, including things that could influence them when making decisions.</p> <p>Can tell you who can get married and how old they have to be.</p> <p>Can tell you why people get married.</p>		Can give an example of a secret that should be shared with a trusted adult.
Caring friendships	<p>Can say how to get help from someone if they are being left out.</p> <p>Can say how they could help themselves if they were being left out.</p>	<p>Can give you lots of ideas about what makes a good friend and also tell you how to try to be a good friend.</p> <p>Can tell you somethings that makes a positive relationship and some things that make a negative relationship.</p>		Can give examples of what makes a good friend and explain why these qualities are important.	

<p>Respectful relationships</p>	<p>Know when they need help and who to go to for help.</p> <p>Can give examples of good listening skills and can explain why listening skills help to understand a different point of view.</p>	<p>Can tell you some ways that they can get help, if they are being bullied and what they can do if someone teases them.</p> <p>Can say who and how they can help the people who help them.</p> <p>Can give examples of different community groups and what is good about having different groups.</p> <p>Can recognise that people are labelled (stereotyped) and that these labels are often wrong.</p> <p>Can tell you somethings that makes a positive relationship and some things that make a negative relationship.</p> <p>Can tell you what 'body space' is and when it might be OK to go into someone's body space and when they can go into mine.</p> <p>Can identify when someone hasn't been invited into their body space and show how they can be assertive in asking them to leave it if they feel uncomfortable.</p> <p>Understands the following the vocabulary:</p>	<p>Can say what could be done if someone was upsetting them or if they were being bullied.</p> <p>Understand the term 'influence' and are aware that things around them (friends, people in the media etc.) could influence people's behaviour and decisions.</p> <p>Can tell you who can get married and how old they have to be.</p> <p>Can tell you why people get married.</p> <p>Understands the following vocabulary:</p> <p>Assertive - having or showing a confident and forceful personality.</p> <p>Rights – legal, social, or ethical principles of freedom or entitlement.</p>	<p>Can give a few examples of how to stand up for themselves (be assertive) and say when they might need to use assertiveness skills.</p> <p>Can explain that they have a choice.</p> <p>Can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p> <p>Understands the following vocabulary:</p> <p>Responsibilities – being accountable for something.</p> <p>Duty – a commitment or expectation to perform an action.</p>	<p>Can give examples of negotiation and compromise.</p> <p>Can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>Can give examples of prejudice-based bullying.</p> <p>Can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>Can explain what a 'bystander' is in a bullying situation.</p> <p>Can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> <p>Can give an example of something that someone can do or say that can make a person feel good about themselves and something that may make a person feel not so good.</p> <p>Can give an example of a secret that can be kept private (confidential).</p>
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		<p>Relationships – the way in which two or more people or things are connected, or the state of being connected.</p>			
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Safety

	KS1	Year 3	Year 4	Year 5	Year 6
Internet safety		<p>Can say some ways of checking whether something is a fact or just an opinion online.</p> <p>Can tell you something about keeping personal details safe online and say why this is important.</p> <p>Can explain why information they see online might not always be true.</p>	<p>Can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.</p> <p style="color: red;">Can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p style="color: red;">Understand the term 'influence' and are aware that things around them (friends, people in the media etc.) could influence people's behaviour and decisions.</p> <p>Understands the following vocabulary: Influence - the capacity to have an effect on the behaviour of someone.</p>	<p>Can give examples of risky situations that happen online (e.g. on a phone) and what they can do to make them less risky.</p> <p>Can give examples of things that might influence a person to take risks online.</p> <p>Can explain that the images of celebrities, people on TV or online don't always give a true picture of what they are really like (in looks and personality).</p> <p>Can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p>	<p>Can explain how people's social media profiles often give a biased view of them.</p> <p>Can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.</p> <p>Can give some examples of how mobile (smart) phones can be positive (good) or negative (not so good)</p> <p>Can explain some ways of keeping themselves safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <p>Can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p> <p style="color: red;">Can give an example of a secret that can be kept private (confidential).</p>

					Can give an example of a secret that should be shared with a trusted adult.
Being safe	<p>Can tell you some different classroom rules.</p> <p>Can give some examples of safe and unsafe secrets.</p> <p>Can think of safe people who can help if something feels wrong.</p> <p>Can give other examples of touches that are ok or not ok (even if they haven't happened to them) and can identify a safe person to tell if they felt 'not OK' about something.</p>	<p>Can suggest rules that will help to keep us happy and friendly and what will help us keep to these rules.</p> <p>Can also tell you about some classroom rules we have made together.</p> <p>Can explain that as they get older they start to take more responsibility for keeping myself safe and can give an example of this.</p> <p>Can say who and how they can help the people who help them.</p> <p>Can give examples of risky situations and say what could be done to make a situation less risky or not risky at all.</p> <p>Can say why medicines can be helpful or harmful.</p> <p>Can tell you what 'body space' is and when it might be OK to go into someone's body space and when they can go into mine.</p> <p>Can identify when someone hasn't been invited into their body space and show how they can be assertive in asking them to leave it if they feel uncomfortable.</p>	<p>Can give examples of risky situations and what can make them less risky.</p> <p>Can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p>	<p>Can explain that they have a choice.</p> <p>Can list some of the ways their body responds when they may need help.</p> <p>Are able to identify when they need help and can identify trusted adults who can help them.</p> <p>Understands the following vocabulary: Bystander – a person who is present at an event or incident but does not take part.</p>	<p>Can tell you that risks can be physical or emotional and give examples.</p> <p>Can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> <p>Can give an example of a secret that can be kept private (confidential).</p> <p>Can give an example of a secret that should be shared with a trusted adult.</p>

		<p>Understands the following vocabulary:</p> <p>Risk- risk is the possibility of something bad happening. Risk involves uncertainty about the effects/implications of an activity.</p> <p>Consent- permission for something to happen or agreement to do something.</p>			
First aid		<p>Can say why medicines can be helpful or harmful.</p>			
Drugs, alcohol and tobacco	<p>Can explain what medicines are for and can explain that they can be helpful or harmful.</p> <p>Can say some examples of how they can be used safely.</p>	<p>Can say some of the risks of cigarettes and alcohol.</p>	<p>Can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>Know that most young people choose not to smoke and that not all adults drink alcohol.</p> <p>Can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to</p>	<p>Can explain that fewer young people smoke than people usually think and can give reasons why some people think it's a lot more.</p>	<p>Can explain the norms about young people's use of alcohol – that it is steadily decreasing.</p> <p>Can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p>

			smoke, or drink too much alcohol.		

Health and Wellbeing

	KS1	Year 3	Year 4	Year 5	Year 6
Mental wellbeing	<p>Can name a variety of different feelings and explain how these might make them behave.</p> <p>Think of some different ways of dealing with 'not so good' feelings.</p> <p>Can give examples of how it feels when you lose something or someone.</p> <p>Can give examples of how to give support to someone.</p>	<p>Most of the time can express feelings in a safe, controlled way.</p> <p style="color: red;">Can explain and give an example of a skill or talent that they've developed and the goal-setting that they've already done (or plan to do) in order to improve it.</p>	<p>Can give a lot of examples of how to tell a person is feeling worried just by their body language.</p> <p style="color: red;">Can tell you about choices they can make that helps to keep them healthy.</p> <p style="color: red;">Can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>Can explain why people have good and not so good feelings.</p> <p>Can explain what resilience is and how it can be developed.</p>	<p>Can give a range of examples of our emotional needs and explain why they are important.</p> <p style="color: red;">Can give a few different examples of things that they are responsible for to keep themselves healthy.</p> <p>Can explain that they have a choice.</p>	<p>Can explain that they have emotional needs as well as physical needs, and give an example of each.</p> <p>Can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p> <p style="color: red;">Can tell you about an aspiration and goal they have and one (or more) of the steps they will need to achieve it</p> <p style="color: red;">Can tell you that risks can be physical or emotional and give examples.</p> <p>Can give an example of something that someone can do or say that can make a person feel good about themselves and something that may make a person feel not so good.</p> <p>Can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p>

					<p>Can give an example of a secret that should be shared with a trusted adult.</p> <p>Understands the following vocabulary: Emotional needs- a craving that, when satisfied, leaves you with a feeling of happiness and contentment, and, when unsatisfied, leaves you with a feeling of unhappiness and frustration.</p>
Physical health	<p>Can say some things that they do to help keep their body healthy.</p> <p>Can name different parts of the body that help to turn food into energy.</p> <p>Know what they need to get energy.</p>		<p>Can tell you about choices they can make that helps to keep them healthy.</p>	<p>Can give a few different examples of things that they are responsible for to keep themselves healthy.</p> <p>Can list some of the ways their body responds when they may need help.</p>	<p>Can tell you that risks can be physical or emotional and give examples.</p>
Growing and changing	<p>Can set a simple goal to help with learning.</p> <p>Can explain how setting a goal or goals help people to achieve what they want to be able to do.</p> <p>Can tell you some things that help us grow (e.g. food, rest and sleep, care).</p> <p>Can tell you who helps us grow (people who look after us) and what things they can now do now that they</p>	<p>Can tell you what is needed to make a new human being (egg and sperm) and who produces these.</p> <p>Can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p> <p>Understand the following vocabulary:</p>	<p>Can tell you who can get married and how old they have to be.</p> <p>Can tell you why people get married.</p> <p>Can label some parts of the body that both boys and girls have.</p> <p>Can label some parts of the body that only boys have and only girls have.</p>	<p>Can explain what resilience is and how it can be developed.</p> <p>Can list some of the ways in which we can experience change (puberty, moving, family breakup or bereavement).</p> <p>Can list ways that they can prepare for changes (e.g. to get the facts, talk to someone).</p>	<p>Can tell you about an aspiration and goal they have and one (or more) of the steps they will need to achieve it</p> <p>Can tell you how to overcome problems and challenges on the way to achieving goals.</p> <p>Can tell you what the word 'puberty' means and give some examples of some of the physical changes associated with it.</p>

	couldn't when they were younger.	Puberty - is the process of physical changes through which a child's body matures into an adult body capable of sexual reproduction.	Can name some of the difficult feelings someone might have as they go through puberty. Can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).	Understands the following vocabulary: Menstruation - the process in a woman of discharging blood and other material from the lining of the uterus.	Can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.
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Citizenship

	KS1	Year 3	Year 4	Year 5	Year 6
Personal responsibilities and personal development	Can give examples of ways to be settled and calm in the classroom.	<p>Can explain what 'responsibility' means and give an example of things that relating to health that they can take responsibility for.</p> <p>Can explain that talents and skills can be developed.</p> <p>Can explain and give an example of a skill or talent that they've developed and the goal-setting that they've already done (or plan to do) in order to improve it.</p>	<p>Can explain what being 'assertive' means and give a few examples of ways of being assertive.</p> <p>Can give an example of something they can do to help look after their environment.</p> <p>Can give different examples of some of the things that they do already to help look after the environment.</p>	<p>Can give examples of some of the rights and related responsibilities they have as they grow older, at home and school. Can also give real examples.</p> <p>Can explain why increasing independence brings with it increasing responsibility and give an example of this to help explain it.</p> <p>Can give an example of when they have had increased independence and how that has also helped to show responsibility.</p>	<p>Understands the following vocabulary:</p> <p>Environmentally sustainable - the capacity to improve the quality of human life while living within the capacity of the earth's supporting ecosystems.</p>
Money			<p>Can explain how money is a limited resource and we have choices and decisions to make about how to spend it.</p> <p>Can explain their financial decisions and how they might relate to them.</p>	<p>Can explain that local councils have to make decisions about how money is spent on things we need in the community. Can also give examples of some of the things they have to allocate money for.</p>	<p>Can explain the advantages and disadvantages of different ways of saving money.</p>

<p>Making a difference</p>		<p>Can give examples of different community groups and what is good about having different groups.</p> <p>Can explain why it's important to challenge stereotypes that might be applied to themselves or others.</p>			<p>Can explain what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</p> <p>Can explain what a 'bystander' is in a bullying situation.</p>
<p>Tolerance and inclusivity</p>		<p>Understand what tolerance and respect mean and how they can help everyone.</p> <p>Can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p>Understands the following vocabulary: Tolerant- showing willingness to allow the existence of opinions or behaviour that one does not necessarily agree with.</p> <p>Bullying- is the use of force, coercion, or threat, to abuse, aggressively dominate or intimidate. The behaviour is often repeated.</p>	<p>Can say some ways that people are different besides how they look, including religious or cultural differences.</p> <p>Can recognise that people are labelled (stereotyped) and that these labels are often wrong.</p> <p>Can explain why it's important to challenge stereotypes that might be applied to themselves or others.</p> <p>Understands the following vocabulary: Stereotype – a widely held but fixed and oversimplified image or idea of a particular type of person or thing.</p>	<p>Can give examples of how having different groups of people is something to celebrate.</p> <p>Can give examples of different faiths and cultures and positive things about having these differences.</p>	<p>Can give examples of prejudice-based bullying.</p> <p>Can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>Understands the following vocabulary: Prejudice- preconceived opinion that is not based on reason or actual experience.</p>