



Subject Progression Grid for PSHE

Year Group	Unit of Study	Key Knowledge	Key Skills	New Key Vocabulary
Reception (PSED)	Self-Regulation (Early Learning Goals)	- To know and show an understanding of their own feelings.	- To be able to regulate their behaviour accordingly. - To be able to wait for what they want and control their immediate impulses. - To be able to be focussed on what the teacher says - To be able to respond appropriately to a teacher and their peers. - To be able to show an ability to follow instructions involving two or more ideas or actions. - To be able to set and work towards simple goals.	Feelings Choices Kindness Listening Looking Instructions
	Managing Self (Early Learning Goals)	- To know it is important to have a positive attitude to learning, play and challenge. - To know right from wrong and understand the reasons for rules. - To know how to manage their own basic hygiene and personal needs. - To know and understand the importance of healthy food choices.	- To be able to keep on trying even when things get tough. - To be able to ask for help when needed. - To be able to show independence resilience and perseverance. - To be able to make good choices. - To be able to go to the toilet independently and wash their hands. - To be able to identify and recognise healthy food.	Challenges Perseverance resilience Independence Right Wrong Consequences Healthy Vagina Penis Germs
	Building Relationships (Early Learning Goals)	- To know and understand how to play and take turns with others. - To know how to have good relationships with adults and peers. - To know how to recognise others' needs.	- To be able to cooperate with their peers. - To be able to form positive attachments to adults and friendships with peers. - To be able to show sensitivity to others' needs.	Respect Friendships Needs Wants

Family and Relationships

Year Group	Key Knowledge	Key Skills	New Key Vocabulary
Year 1	- To know that families should look after us. - To know some words that describe how people are related e.g. aunty, cousin. - To know that some information about me and my family is personal. - To understand some characteristics of a good friend and friendly behaviours. - To know the importance of positive friendships. - To begin to understand that showing friendship to others makes them feel welcome and included. - To know that friendships can have problems but that these can be overcome. - To begin to understand what is meant by a stereotype.	- To be able to explore how families are different to each other. - To be able to explain what they like about friends. - To be able to explore how friendship problems can be overcome. - To be able to explain how being unfriendly can affect other people. - To be able to explain why these stereotypes are often incorrect.	behaviour care emotions Problem stereotype
Year 2	- To know that families can be made up of different people. - To know that other families may be different to their own. - To know that friendships have difficulties and are not always positive. - To know that friendships sometimes have problems and where to go for help when they do. - To know what good manners are and that they are important. - To know why manners and behaviour change in some situations. - To know that remembering people or pets who have died or no longer live with us can be helpful. - To understand that some stereotypes relate to jobs.	- To be able to identify ways of showing respect for different families. - To explain what to do if a friendship makes them unhappy. - To be able to explore the conventions of manners in different situations. - To be able to explain ways that we can remember people or events. - To explore how loss and change can affect us. - To be able to explain what a gender stereotype is. - To begin to challenge a gender stereotype using examples.	family love manners
Year 3	- To understand that families love and support each other but sometimes problems can occur and help is available if needed. - To know that there are people who can help if they are worried about anything in their family. - To know that violence is never the right way to solve a friendship problem. - To know what bullying is and that it can take different forms (verbal, physical, online). - To know that bullying is repeated, not a one off event. - To know that trust is being able to rely on someone and it is an important part of relationships. - To know that they should treat people with respect. - To know that stereotypes can be based on different factors.	- To be able to explain ways in which families support each other and how to get support when there are problems. - To be able to explain some steps they can take to resolve problems with friends. - To be able to explain the impact of bullying and what to do if bullying occurs. - To be able to identify who they can trust. - To be able to explain what to do if they don't trust someone or someone breaks their trust. - To be able to identify that there are similarities and differences between people. - I can explain that some stereotypes exist about older people. - I can explain why stereotypes are unfair.	bullying empathy similar communicate solve sympathy trust
Year 4	- To understand that courtesy and manners which are expected in different scenarios.	- To be able to identify some roles in society that are positions of authority.	authority bereavement boundaries

	- To know that good manners are one way of showing respect for others. - To understand that people have the right to decide what happens to their body. - To know what consent is. - To know that bystanders can play a role in stopping bullying. - To understand some stereotypes related to disability. - To know what bereavement is. - To know where to go for help if they or someone they know needs it following a bereavement.	- To be able to explain some boundaries in friendships. - To be able to explain the different roles related to bullying – victim, bully, bystander. - To be able to talk about people who do not conform to stereotypes. - To be able to explore the negative impact of stereotyping. - To be able to explain some things that might help someone who has experienced a bereavement.	bystander permission consent
Year 5	- To know that friendships have ups and downs. - To know that friendships can sometimes be strengthened after an issue has been resolved. - To know that marriage is a legal commitment and a choice that people can make. * - To know the importance of self-respect and how this can help them. - To know that sometimes families can make children feel unhappy or unsafe. - To know who can help them or their friends if something is making them unhappy (including how to contact Childline). - To know the impact that bullying might have. - To understand what might lead to someone bullying others. - To know that stereotypes can be unfair, negative and destructive. - To know that discrimination is the unfair treatment of different groups of people. *Note – from Feb 27th 2023, the minimum age for marriage will raise to 18 in order to protect children from forced marriages.	- To be able to suggest solutions to friendship problems. - To be able to explain some reasons that people might decide to get married. - To be able to identify positive attributes that make them who they are. - To be able to explain why keeping secrets is not a good thing. - To be able to explain how differently people in a bullying scenario might feel (bully, victim, bystander). - To be able to explain that assumptions are made about people based on how they look. - To be able to explain how stereotypes can affect the way people are treated and can link to discrimination.	attributes discrimination marriage wedding secret
Year 6	- To know why respect is an important part of a relationship. - To be able to identify a range of stereotypes. - To know that stereotypes can lead to bullying and discrimination. - To understand that the law recognises characteristics which are protected by law. - To know that a conflict is a disagreement or argument and can occur in friendships. - To understand the concepts of negotiation and compromise. - To know that grief is different for different people. - To know that loss and change can cause a range of emotions.	- To be able to explain how respect can be earned and how it can be lost. - To be able to identify what respect looks like in different relationships. - To be able to identify ways that a stereotype can be challenged. - To be able to identify ways of resolving conflict through negotiation and compromise. - To be able to explore the process of grief.	conflict earn expectation grief grieving resolve

Health and Wellbeing

Year Group	Key Knowledge	Key Skills	Key Vocabulary
Year 1	- To know the names of different emotions. - To know some different ways of managing emotions. - To know that sleep restores their energy and helps their body to repair and grow. - To know that washing our hands properly limits the spread of germs. - To know that sunshine can be good for us but also poses risks. - To know that people can be allergic to things in food or things around them.	- To be able to describe their feelings. - To be able to develop simple strategies for managing them. - To be able to identify some ways of getting ready for a good sleep. - To be able to demonstrate good hand hygiene. - To be able to explain the things they need to do to keep themselves safe in the sun (the five Ss). - To explain how to get help if someone has an allergic reaction.	allergy emotions ill (poorly)
Year 2	- To know that we can feel more than one emotion at a time. - To know that not everyone feels the same. - To know that a growth mindset means being positive about challenges and finding ways to overcome them. - To understand that failing isn't the end of the process and the need for perseverance. - To understand that we need a balance of foods to keep healthy. - To know some benefits of a balanced diet and some consequences of an unbalanced diet. - To know that food and drinks with lots of sugar are bad for their teeth.	- To be able to describe a range of emotions. - To be able to develop empathy. - To be able to describe how it feels when they find something difficult. - To be able to suggest how to improve an unbalanced diet. - To be able to explain what they can do to keep their teeth healthy.	diet exercise goal growth mindset physical activity relaxation strengths
Year 3	- To know different food groups and that we need different amounts of them for a balanced diet. - To know that what they eat can affect their mood and behaviour. - To know that they belong to different groups and communities and that this is part of their identity. - To know what being lonely means and ways to get support for this. - To know what a problem or barrier is and that these can be overcome.	- To be able to make simple plans linked to diet, activity and rest that help plan for a healthy lifestyle. - To be able to identify personal strengths. - To be able to identify different problems or barriers. - To be able to break a problem into smaller parts to overcome it.	alone balance barriers belonging identity lonely
Year 4	- To understand why it is important to look after my teeth. - To know that mistakes are useful. - To know that they can learn from mistakes or failures. - To know that it is normal to experience a range of emotions. - To know that mental health refers to our emotional wellbeing rather than physical. - To know who can help if we are worried about our own or other people's mental health.	- To be able to identify a range of ways to prevent tooth decay. - To develop a growth mindset. - To be able to explore ways we can make ourselves happy or happier. - To be able to explain some emotions that people might feel in different situations. - To be able to recognise that sometimes people need help with their mental health.	fluoride mental health visualise

Year 5	- To understand the benefits of sleep. - To know things that people can do to affect sleep quality. - To be able to describe a range of feelings. - To know that their actions affect other people. - To know that calories are the unit we use to measure the amount of energy certain foods give us. - To know that the NHS provide recommendations to help people to make healthy choices. - To understand the risks of sun exposure.	- To be able to describe why sleep is beneficial. - To be able to take greater responsibility for their own sleep. - To be able to take responsibility for their feelings and actions. - To be able to identify a range of strategies to manage their feelings. - To be able to consider food groups to plan healthy meals. - To be able to develop independence for protecting myself in the sun.	fail protect
Year 6	- To know that there are a range of factors which contribute to physical healthy. - To know that there are a range of factors which contribute to mental health. - To know the effects technology can have on mental health. - To know why resilience is important. - To know that vaccinations can give us protection against disease. - To know that changes in the body could be possible signs of illness.	- To be able to set themselves achievable goals. - To be able to explain strategies to reduce the negative impact of technology on health. - To be able to develop strategies for being resilient in challenging situations. - To be able to explain some ways that we can prevent illness. - To be able to identify some actions to take if they are worried about their health or the health of someone else.	antibodies habit qualities vaccination

Citizenship

Year Group	Key Knowledge	Key Skills	Key Vocabulary
Year 1	- To know the rules in school. - To understand that people are all different. - To understand that people are all different.	- To be able to recognise why rules are necessary. - To explain some consequences of not having or not following rules. - To be able to explore some differences between people.	democracy different fair responsibility rule similar unique vote
Year 2	- To know that some rules are followed by everyone and are known as 'laws'. - To know some of the different places where rules apply. - To understand that there are a range of factors which make us who we are. - To know that they can share their opinions. - To know how to discuss issues which concern them.	- To be able to explain who makes rules and why. - To be able to recognise similarities and differences between people. - To be able to explain how different people contribute to the local community. - To be able to put forward suggestions and ideas.	election environment identity job opinion volunteer
Year 3	- To know that children have rights. - To be aware of the UN Convention on the Rights of the Child. - To understand that charities support different things in our community.	- To be able to explain how children's rights help them and other children. - To explain some ways that we can support charities.	charity community council councillor law

	- To know that local council is responsible for looking after the local area.	- To be able to explain some of the things that local council are responsible for looking after.	recycling rights United Nations (UN)
Year 4	- To know that human rights are specific rights that apply to all people. - To know some of the people who protect our human rights such as police, judges and politicians. - To know that there are a number of groups which make up a community.	- To be able to explain why human rights are important. - To be able to discuss how we can help to protect human rights. - To be able to identify the benefits that different groups bring to the community. - To be able to discuss the positives diversity brings to a community.	authority cabinet council officer diversity human rights local government protect
Year 5	- To know what happens when someone breaks the law. - To understand how parliament works. - To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.	- To be able to explain the process of a trial. - To be able to explain what the parts of parliament are.	defendant government freedom of expression house of commons judge jury Member of Parliament (MP) Parliament Prime Minister trial
Year 6	- To know that education is an important human right. - To know that prejudice is making assumptions about someone based on certain information. - To know that discrimination is treating someone differently because of certain factors. - To know that the prime minister appoints ministers who have responsibility for different areas such as healthcare and education.	- To be able to discuss how education and other human rights protect us. - To be able to explain how prejudice and discrimination can be challenged. - To be able to share views and ideas in appropriate ways. - To be able to discuss how people can influence what happens in parliament.	conflict earn expectation protected characteristics resolve

Safety and the Changing Body

Regular links to online safety, anti-bullying, Road Safety and PANTS

Year Group	Key Knowledge	Key Skills	Key Vocabulary
Year 1	- To know how to respond to adults in a safe and familiar context. - To know how to respond to adults in a range of situations. - To know what an emergency is. - To know what the emergency services are. - To know that some types of physical contact are never appropriate. - To know that some things are unsafe to put into or onto their body. - To know the importance of asking a trusted adult if they are not sure.	- To be able to identify trusted adults in school. - To be able to practise making an emergency phone call. - To begin to distinguish between acceptable and unacceptable physical contact. - To begin to recognise what is an what is not safe to put into or onto their body.	accident drug emergency hazards medicine physical contact polite role trust

Year 2	- To understand the difference between secrets and surprises. - To know what private means. - To understand the PANTS rule. - To know the importance of talking to someone if they are worried. - To know that medicine can help us when we are ill. - To understand that we should only take medicines with the support of a trusted adult.	- To be able to name parts of the body including private parts. - To be able to distinguish between safe and unsafe touches. - To be able to stay safe around medicines.	private secret surprise
Year 3	- To know that it is important to maintain their own safety and the safety of others before giving first aid. - To understand that other people can influence our choices. - To know that not all influences will be good for them. - To know that they need to make the right decision for them.	- To be able to assist in an emergency by correctly calling for help. - To be able to explore choices and decisions that they can make. - To be able to explore different people and things which can influence them.	allergic anaphylaxis bullying cyberbullying casualty choice decision distraction fake influence injuries
Year 4	- To know the difference between public and private. - To understand that their body changes as they become an adult. - To understand the physical changes to both male and female bodies as people grow from children to adults. - To understand the possible risks of smoking tobacco. - To know the law regarding buying tobacco.	- To be able to explain the difference between a secret and a surprise. - To identify ways to seek help if an adult makes them feel uncomfortable. - To be able to explain ways to look after their personal hygiene. - To be able to identify some physical and emotional changes during puberty. - To be able to discuss the benefits of being a non-smoker.	age restriction asthma breasts genitals private protect puberty public tobacco
Year 5	- To know the names of external sexual parts of the body and the internal reproductive organs. - To know that puberty happens at different ages for different people. - To understand the process of the menstrual cycle. - To know how to assess a casualty's condition. - To know how to seek medical help if required. - To know some strategies they can use to overcome pressure from others and make their own decisions.	- To be able to identify sources of help with questions about puberty. - To be able to explain the importance of ensuring the safety of themselves and others. - To be able to explain how to help someone who is bleeding. - To be able to explain some things they can make their own decisions about. - To be able to make 'for' and 'against' arguments to help with decision making.	testicles menstruation period womb puberty ovary
Year 6	- To understand the risks associated with alcohol. - To understand changes that happen during puberty for both boys and girls. - To know how to conduct a primary survey (DRSABC).	- To be able to explain why some adults may or may not drink alcohol. - To be able to discuss the changes that happen in puberty - To be able to place an unresponsive patient into the recovery position.	conception pregnant fertilisation erect alcohol unresponsive recovery position

Economic Wellbeing

Regular links to jobs in wider curriculum

Year Group	Key Knowledge	Key Skills	Key Vocabulary
Year 1	- To know that coins and notes have different values. - To know that it is wrong to steal money. - To know what to do if we find money.	- To be able to identify where children might get money from. - To be able to discuss the choices we have about what to do with our money.	bank building society cash earn save spend skill value
Year 2	- To know some of the ways that adults get money. - To know the difference between a want and a need. - To understand why people have to prioritise needs over wants. - To know some of the features that people look at when selecting a bank account.	- To be able to identify whether something is a want or a need. - To be able to recognise that people make choices about how to spend money. - To be able to explain how saving might help us to get the things we want.	coins need notes priority want
Year 3	- To know there are different ways to pay for things. - To know that they still need money to cover costs even when not paying with cash. - To know that there are a range of jobs available. - To understand that some stereotypes can exist around jobs but these should not affect people's choices.	- To be able to consider the advantages and disadvantages of different payment methods. - To be able to identify jobs they might want to do. - To be able to explain why they might want a particular job.	budget expense feeling qualification
Year 4	- To understand the importance of tracking money. - To know that there are a range of positive and negative influences that can affect career choices.	- To be able to explain some ways of tracking money. - To be able to identify positive and negative influences. - To be able to explain how someone might overcome negative influences to make their own decision about careers.	bank balance bank statement career debit card
Year 5	- To understand some risks associated with money. - To know some ways that people lose money.	- To be able to explain some risks associated with money. - To be able to explain why people might take risks with money.	discrimination expenditure giving back income interest repayment
Year 6	- To understand a range of jobs which people might do.	- To be able to identify jobs which might be suitable to them.	career job seeker PIN

Identity

Year Group	Key Knowledge	Key Skills	Key Vocabulary
Year 6	- To know that identity is the way we see ourselves and also how other people see us. - To understand that a range of things make up identity. - To know that the media manipulates images. - To know how seeing these images may be harmful to people's self-image.	- To be able to identify jobs which might be suitable to them. - To be able to explain some factors which make up their identity. - To be able to explain how they might challenge how other people see them. - To be able to explore how the media might influence our identity.	change identity images manipulation media