

PSHE Progression Progression of Skills EYFS to end of Year 6

The document below demonstrates how we structure and sequence our PSHE curriculum across the school to ensure our pupils gain a rich and wide range of skills, knowledge and vocabulary, effectively built upon year on year.

Keeping/staying safe

| EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
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| <p>Show an awareness of safe and unsafe situations.</p> <p>Be able recognise ways to stay safe when out and about.</p> <p>Know the importance of wearing a helmet when riding a bike or scooter.</p> <p>Be able to spot dangers when close to a road.</p> <p>Understand where it is best to cross a road.</p> <p>Know the importance of wearing a seatbelt.</p> <p>Explain what to do if you are lost.</p> <p>Explain why it is important to stay with a grown up when you are out and about.</p> | <p>Identify potential dangers in different environments. [including safety in the home, road safety, personal safety, sun safety, internet safety* see below.]</p> <p>Explain the rules for and identify simple ways of keeping safe and finding help.</p> <p>Follow rules to help keep you safe. Identify people who work in the community who help keep you safe.</p> <p>Explain how to use the 999 services appropriately.</p> <p>Recognise an emergency situation.</p> <p>Identify some warning signs and know what they mean.</p> <p>Know how to cross the road safely.</p> <p>Know the difference between safe and risky choices.</p> <p>Know how and who to ask for help.</p> | <p>Identify potential dangers in different environments and articulate why they are dangerous.</p> <p>State which food and drink items are safe or unsafe to eat and drink and how we can tell.</p> <p>Be aware of dangers to avoid accidents in and out of the home and how to keep safe</p> <p>Spot dangers that can affect others for example younger siblings.</p> <p>Explain what First Aid is.</p> <p>Explain how to give first aid for different needs e.g. choking, burns, bleeds, asthma, unconsciousness, broken bones</p> <p>Recognise an emergency situation and explain when to get adult help</p> <p>Know how to call 999 and what to say to the operator</p> <p>Explain the importance of keeping calm in an emergency situation and reassuring the injured person.</p> | <p><i>+ see below [Keeping/staying healthy]: alcohol, drugs, smoking.</i></p> <p><i>+ see below [Relationships]: inappropriate touch. Healthy and unhealthy relationships.</i></p> <p><i>+ see below [internet safety and harms]</i></p> <p><i>+ see below [Being responsible]</i></p> |

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| <p><i>+ see below [internet safety and harms]</i></p> <p><i>+ see below [Being responsible]</i></p> | <p>Recognise the dangers of fire and give examples of how fires can be caused</p> <p>Identify ways of preventing fire and follow simple fire rules.</p> <p>Know how to alert the emergency services.</p> <p>Know that you should only call 999 when there is an emergency.</p> <p>Know that is important to be responsible and that your actions and choices can seriously impact others.</p> <p>Explain what a hoax call is and understand that there can be serious consequences if someone decides to make one.</p> <p>Explain that playing with fire or starting a small fire is unsafe and can lead to serious harm and damage</p> <p>Recognise that texting while driving can lead to a serious accident and recognise other ways in which drivers can be distracted. Identify ways to prevent this.</p> <p><i>+ see below [internet safety and harms]</i></p> <p><i>+ see below [Being responsible]</i></p> | <p>Explain the impact and consequences that can happen as a result of your actions.</p> <p>Assess risks and recognize danger and warning signs.</p> <p>Explain how you can be influenced by peer group pressure to make unsafe choices and strategies to avoid it.</p> <p>Explain how to stay safe as a cyclist and identify potential distractions on the road.</p> <p>Explain the dangers of swimming in open or unknown waters.</p> <p>Identify the dangers of trespassing.</p> <p><i>+ see below [internet safety and harms]</i></p> <p><i>+ see below [Being responsible]</i></p> | |
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Internet safety and harms

| EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
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| <p><i>+ see EYFS Curriculum</i></p> <p><i>Seek help from an adult when you see something that is unexpected or worrying.</i></p> <p><i>Know to turn off or turn over your device if you see something worrying.</i></p> | <p><i>+ see computing and wider Curriculum KS1</i></p> <p><i>Agree and follow sensible online safety rules</i></p> <p><i>Seek help from an adult when you see something that is unexpected or worrying.</i></p> <p><i>Know to turn off or turn over your device if you see something worrying.</i></p> <p><i>Demonstrate how to safely open and close applications and log on and log off from websites</i></p> <p><i>Use key vocabulary to demonstrate knowledge and understanding of basic internet safety: safe, meet, tell, online, trusted, adult, information, safety, safe, share, stranger, danger, internet.</i></p> | <p>Understand how your online actions can affect others</p> <p>Be able to identify negative aspects of using technology</p> <p>Know who and how to ask for help</p> <p>Be able to recognise kind and unkind comments</p> <p>Know the risks of sharing images without permission</p> <p>Understand the types of images you should and should not post online</p> <p>Be able to identify potential dangers and consequences of talking to strangers online</p> <p>Know how to keep safe in online chatrooms</p> <p>Understand the differences between safe and risky choices online</p> | <p>Identify the negative and positive aspects of using computers and being online.</p> <p>Recognise that laws have been created to protect us.</p> <p>Identify the actions you can take if you feel that you are being bullied online.</p> <p>Recognise that people can be pressured into sending images online and how to manage this.</p> <p>Recognise the dangers of meeting people you have only spoken to online.</p> |

Keeping/staying healthy [physical health]

| EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
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| <p>Identify some healthy and unhealthy foods.</p> <p>Recognise that it is important to wash your hands to prevent germs.</p> <p>Recognise that is important to brush your teeth twice a day.</p> <p>Recognise that sleep is important.</p> <p>Recognise that it is important to keep clean.</p> <p>Recognise that exercise if good for your body.</p> | <p>Explain that food is needed for bodily health and growth.</p> <p>Articulate in simple terms what makes a balanced diet.</p> <p>Understand and explain the importance of physical activity and regular exercise for good health</p> <p>Demonstrate how to manage dental hygiene [teeth cleaning]</p> <p>Explain why it important to brush your teeth twice a day.</p> <p>Follow and explain simple cleanliness routines such as washing hands, and explain how these and other hygiene practises help to minimise the spread of infectious diseases.</p> <p>Identify how and when we use medicines and explain the rules of doing so safely.</p> <p>See Science curriculum KS1: Exercise and Nutrition Autumn 2 Year B</p> <ul style="list-style-type: none"> • Describe the importance for humans of: -exercise, -eating the right amount of different types of food. -good hygiene. • Identify the different food groups that make up a balanced diet and the role of each food group in keeping us healthy. | <p>See Science curriculum LKS2: Skeletons, muscles and nutrition:</p> <ul style="list-style-type: none"> • Use the scientific names for the main bones in the human body and explain how the skeleton protects, supports and helps the body to move. • Explain how pairs of muscles work together to enable movement • Explain the difference between food groups and nutrient groups. • Explain why humans need some types of nutrients. • Explain what the right type and amounts of nutrition are for human beings as well as some of the consequences related to eating the wrong type of diet. <p>Science Curriculum LKS2: The digestive system and teeth Year B</p> <ul style="list-style-type: none"> • Match the types and functions of teeth. | <p>Explain the importance of having a balanced diet.</p> <p>Explain how food choices positively and negatively affect our bodies.</p> <p>Explain the potential dangers of experimenting with cigarettes, drugs and alcohol.</p> <p>Identify how someone can feel pressured into smoking/taking drugs/drinking alcohol and strategies to avoid this.</p> <p>Explain how alcohol and drugs can affect people in different ways.</p> |

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| | <ul style="list-style-type: none">• <i>Identify healthy and unhealthy foods and explain that we need to eat more food from certain food groups than others.</i>• <i>Gather and record data to help in answering questions, by recording the ways that exercise affects the body.</i>• <i>Recognise ways to prevent germs spreading and the importance of hand washing.</i>• <i>Explain the importance of brushing your teeth.</i>• <i>Explain how and when we use medicines and how to do so safely.</i> | | |
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Relationships

| EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
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| <p>Recognise how to form positive relationships with adults and other children.</p> <p>Be able to show sensitivity to other's needs and feelings.</p> <p>Be able to see a situation from another person's point of view.</p> <p>Be able to understand how your actions will affect other people.</p> <p>Understand different ways to resolve differences and conflict</p> <p>Understand the importance of listening to others and what they say</p> <p>Be able to recognise the importance of playing co-operatively with others</p> <p>Understand boundaries and behavioural expectations.</p> <p>Understand the importance of good communication</p> <p>Recognise the importance of having friends from a variety of cultural, ethnic and linguistic backgrounds.</p> | <p>Talk about people who are special to you and why they are special.</p> <p>Explain different types of relationships that you have with people.</p> <p>Explain the term "relationship" and understand what it means.</p> <p>Explain a healthy relationship and explain an unhealthy relationship.</p> <p>Understand the difference between appropriate and inappropriate touch in simple, familiar terms</p> <p>Understand personal boundaries Identify simple characteristics of what makes a good friend</p> <p>Care about others' feelings as well as your own and how your behaviour impacts on others</p> <p>Recognise bullying behaviours and know who to speak to should you need help.</p> <p>Identify trusted adults who will help you if you are worried.</p> | <p>Be able to recognise the ways your family is special and unique.</p> <p><i>See RE curriculum LKS2: Hinduism and Christianity. [Respect for people of different faiths]</i></p> | <p>Recognise that we live in a diverse world and that we should celebrate difference.</p> <p>Explain what are meant by British Values and recognise that there are laws to protect people with different characteristics.</p> <p>Understand that everyone has the right to live the life they choose as long as they are not hurting others.</p> <p>Recognise that sometimes people are discriminated against due to disability, sexuality and differences within religion.</p> <p>Explain ways we can remove barriers and supporting those who have physical disabilities. Recognise the importance of Inclusion and acceptance [This explores the topic of a child having same sex parents].</p> <p>Explain how we can be inclusive and ensure everyone's beliefs and needs are respected.</p> |

Recognise that some people have disabilities and how these can be managed.

Appreciate the importance of caring about other people's feelings and listen and respect another person's point of view

See RE curriculum KS1: Judaism and Christianity and Geography Curriculum: China. [Respect for people of different faiths and cultures]

Explain what makes a healthy or unhealthy relationships and what to do if you feel worried.
Explain what is appropriate and inappropriate touch.

See RE curriculum KS2: Islam and Christianity and geography: Exploring Eastern Europe. [Respect for people of different faiths and cultures]

Being Responsible

| EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
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| <p>Follow boundaries and behavioural expectations within the setting.</p> <p>Understand that your actions affect other people.</p> <p>Be able to work as part of a group or class and follow rules.</p> <p>Be able to negotiate and solve problems peacefully.</p> <p>Understand how your own behaviour has consequences.</p> <p>Learn to be able to adjust their behaviour to different situations</p> <p>Recognise the importance of trying new activities.</p> <p>Recognise when you need help.</p> <p>+ see above [keeping/staying safe]</p> <p>+ see above [internet safety and harms]</p> | <p>Recognise and explain why it is important to persevere when learning new skills or facing new challenges.</p> <p>Identify and explain the benefits of practising to improve skills</p> <p>Learn ways to set goals and explain how to reach them</p> <p>Recognise differences between being responsible and irresponsible</p> <p>Identify ways in which you can help others</p> <p>Recognise kind and thoughtful behaviours and actions</p> <p>Understand the risks of talking to people you do not know very well</p> <p>Recognise the difference between borrowing and stealing</p> <p>Know and articulate why it is wrong to steal and recognise the potential consequences.</p> <p>Take responsibility for your actions and know that you are responsible for what you do and say.</p> | <p>Explain why it is important to be responsible for yourself and how your actions can affect those around you.</p> <p>Explain what constitutes considerate, sensible and responsible behaviour</p> <p>Recognise that it is important to come home on time if your parents allow you to go out with friends/on your own.</p> <p>Explain the importance of looking out for others and how to respond if you witness someone being bullied.</p> <p>Recognise what constitutes stealing and that this is wrong and has consequences.</p> <p>+ see above [internet safety and harms]</p> <p>+ see above [keeping/staying safe]</p> <p>+ see below [economic education]</p> | <p>Explore the responsibilities that you may have now and in the future.</p> <p>+ see above [Keeping/staying healthy and keeping/staying safe]: alcohol, drugs, smoking.</p> <p>+ see above [internet safety and harms]</p> <p>+ see below [economic education]</p> |

Know how and understand the importance of preventing accidents.

Know how and who to ask for help.

+ see above [keeping/staying safe]

+ see above [internet safety and harms]

+ see below [economic education]

Feelings and emotions/mental wellbeing

| EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
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| <p>Recognise your and others' feelings in familiar situations e.g. sadness, worry, being scared, jealousy, anger.</p> <p>Be able to communicate your feelings.</p> <p>Understand the importance of talking to adults or friends to share feelings and seek help.</p> <p>Recognise when to comfort another child.</p> <p>Show sensitivity to others' needs</p> <p>Follow simple strategies through teacher direction to manage negative feelings.</p> | <p>Recognise and name some of the emotions you feel.</p> <p>Describe the way your emotions make you feel physically.</p> <p>Know the difference between pleasant and unpleasant emotions</p> <p>Communicate your feelings with words to help others understand how you feel.</p> <p>Understand that feelings can be communicated with and without words</p> <p>Explain the feeling of jealousy.</p> <p>Explain the feeling of worry.</p> <p>Explain the feeling of grief.</p> <p>Explain the feeling of anger.</p> <p>Use relaxation methods to manage feelings.</p> <p>List ways to manage your emotions. Use a range of strategies for dealing with unpleasant emotions</p> | <p>Gain the skills to manage your emotions positively and know how and where to seek help if needed.</p> <p>Engage in relaxation methods to manage emotions.</p> <p>Explain the emotion of jealousy, how it can arise and how you can manage it.</p> <p>Explain the emotion of jealousy, how it can arise and how you can manage it.</p> <p>Explain the emotion of anger, how it can arise and how you can manage it.</p> <p>Explain the emotion of worry, how it can arise and how you can manage it.</p> | <p>Explain the emotion of worry, how it can arise and how you can manage it.</p> <p>Explain how to manage change positively. [transition]</p> |

Living in the wider world/economic education

| EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
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| <p><i>See EYFS Curriculum: Handling and “paying for” items in role play using coins.</i></p> <p>+ see above [Being responsible]</p> | <p><i>See maths curriculum KS1: Denominations of money and the value of different coins</i></p> <p>+ see above [Being responsible]</p> | <p>Understand different ways we can receive money.</p> <p>Know how to keep money safe</p> <p>Be able to describe the skills you may need in a future job or career</p> <p>+ see above [Being responsible]</p> | <p>Explain why and how we pay taxes and how these contribute to the services that look after us.</p> <p>Identify how you can contribute to your family’s and community’s now and in the future.</p> <p>Learn how to budget your money efficiently.</p> <p>Identify how to make efficient purchases e.g. through price comparisons.</p> <p>Gain real experience of enterprise and how it can generate income.</p> <p>Explain what it meant by debt.</p> <p>Identify some of the potential pitfalls of making in-app purchase.</p> <p>+ see above [Being responsible]</p> |

Looking after our environment

| EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
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| <p><i>See EYFS Curriculum: Look after your immediate environment responsibly, e.g. not dropping litter, recycling paper and plastic.</i></p> <p><i>Care for animals and plants in the immediate environment.</i></p> <p>+ see above [Being responsible]</p> | <p><i>See Science curriculum KS1: The Environment</i></p> <p><i>Explain climate change in simple terms.</i></p> <p><i>Sort items for recycling based on their materials.</i></p> <p><i>Suggest ways to reduce, reuse and recycle.</i></p> <p><i>Think of ways to persuade people to use less energy and less water.</i></p> <p><i>Identify and classify rainforest animals and ask and answer questions about the threat to the rainforest.</i></p> <p><i>Ask and answer questions about endangered animals.</i></p> <p>+ see above [Being responsible]</p> | <p>Recognise why it is important and encourage others to keep our community spaces and countryside clean.</p> <p>Be able to explain the meaning of the terms reduce, reuse, recycle.</p> <p>Recognise ways in which we can look after our planet.</p> <p>Be able to identify how we can reduce the amount of water and electricity we use.</p> <p>Understand how we can reduce our carbon footprint.</p> <p>+ see above [Being responsible]</p> | <p>[Cross curricular geography]</p> <p>Explain where resources such as power and food come from, and identify ways in which natural resources can be conserved.</p> <p>Consider how your actions and carbon footprint impact on others around the world.</p> <p>Identify the changes you could make to try to ensure that natural resources are shared so there is enough for everyone.</p> <p>Explain the difference between renewable or non-renewable energy</p> <p>+ see above [Being responsible]</p> |

Growing and Changing

| EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
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| <p><i>See EYFS Curriculum:</i> Name main parts of the human body, e.g. hands, arm, legs, feet, eyes, nose, mouth, back, tummy.</p> <p>Match animal adults and babies and recognize that baby animals grow into adult animals.</p> | <p><i>See Science curriculum KS1:</i> My body, my senses and growth Identify, name and label the main external parts of the human body, e.g. hands, legs, feet, ears, eyes, ankle, shoulder, elbow.</p> <p>Explain that animals, including humans, have offspring which grow into adults. Identify and classify, by matching animals and animal babies.</p> <p>Describe some of the changes that take place when animals and humans grow</p> <p>Use simple scientific terminology associated with human and animal growth e.g. egg, chick, chicken, egg, caterpillar, pupa butterfly, baby, toddler, child, teenager, adult.</p> | <p>Understand the needs of a baby and how we can do more for ourselves as we grow</p> | <p>Explain how we change and grow, including how we grow at different rates.</p> <p>Explain what makes a healthy or unhealthy relationships and what to do if you feel worried.</p> <p>Explain what is appropriate an inappropriate touch. Identify the changes boys and girls go through during puberty].</p> <p>Explain how a baby is conceived.</p> <p>Recognise the different stages of human pregnancy. See Science curriculum UKS2: Puberty/gestation/human life cycles</p> |