

## 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
<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>Identify the signs and know how to take the correct steps for seeking immediate medical help in the event of:</p> <ul style="list-style-type: none"> <li>•Asthma attacks</li> <li>•Choking</li> <li>•Anaphylaxis</li> <li>•Head injuries</li> <li>•Seizures</li> <li>•Severe bleeding</li> <li>•Broken bones</li> <li>•Scalds and burns</li> <li>•Heart attacks.</li> </ul> <p><i>+ see below</i> <i>[Keeping/staying healthy]: alcohol, drugs, smoking.</i></p> <p><i>+ see below</i> <i>[Relationships]: inappropriate touch. Healthy and unhealthy relationships.</i></p>

<p><b>+ see below [internet safety and harms]</b></p> <p><b>+ see below [Being responsible]</b></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><b>+ see below [internet safety and harms]</b></p> <p><b>+ see below [Being responsible]</b></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><b>+ see below [internet safety and harms]</b></p> <p><b>+ see below [Being responsible]</b></p>	<p><b>+ see below [internet safety and harms]</b></p> <p><b>+ see below [Being responsible]</b></p>
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### Internet safety and harms

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<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
<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><i>See Science curriculum KS1: Exercise and Nutrition Autumn 2 Year B</i></p> <ul style="list-style-type: none"> <li>• Describe the importance for humans of: -exercise, -eating the right amount of different types of food. -good hygiene.</li> <li>• Identify the different food groups that make up a balanced diet and the role of each food group in keeping us healthy.</li> </ul>	<p><i>See Science curriculum LKS2: Skeletons, muscles and nutrition:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Explain how pairs of muscles work together to enable movement</li> <li>• Explain the difference between food groups and nutrient groups.</li> <li>• Explain why humans need some types of nutrients.</li> <li>• 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.</li> </ul> <p><i>Science Curriculum LKS2: The digestive system and teeth Year B</i></p> <ul style="list-style-type: none"> <li>• Match the types and functions of teeth.</li> </ul>	<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>

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

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<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.	<p>Appreciate the importance of caring about other people's feelings and listen and respect another person's point of view</p> <p><i>See RE curriculum KS1: Judaism and Christianity and Geography Curriculum: China. [Respect for people of different faiths and cultures]</i></p>		<p>Explain what makes a healthy or unhealthy relationships and what to do if you feel worried. Explain what is appropriate and inappropriate touch.</p> <p><i>See RE curriculum KS2: Islam and Christianity and geography: Exploring Eastern Europe. [Respect for people of different faiths and cultures]</i></p>
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## Being Responsible

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<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><i>+ see above [keeping/staying safe]</i></p> <p><i>+ see above [internet safety and harms]</i></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><i>+ see above [internet safety and harms]</i></p> <p><i>+ see above [keeping/staying safe]</i></p> <p><i>+ see below [economic education]</i></p>	<p>Explore the responsibilities that you may have now and in the future.</p> <p><i>+ see above [Keeping/staying healthy and keeping/staying safe]: alcohol, drugs, smoking.</i></p> <p><i>+ see above [internet safety and harms]</i></p> <p><i>+ see below [economic education]</i></p>



	<p>Know how and understand the importance of preventing accidents.</p> <p>Know how and who to ask for help.</p> <p><i>+ see above [keeping/staying safe]</i></p> <p><i>+ see above [internet safety and harms]</i></p> <p><i>+ see below [economic education]</i></p>		
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### Feelings and emotions/mental wellbeing

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<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
<p><i>See EYFS Curriculum: Handling and “paying for” items in role play using coins.</i></p> <p><b>+ see above [Being responsible]</b></p>	<p><i>See maths curriculum KS1: Denominations of money and the value of different coins</i></p> <p><b>+ see above [Being responsible]</b></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><b>+ see above [Being responsible]</b></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><b>+ see above [Being responsible]</b></p>

### Looking after our environment

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<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><b>+ see above [Being responsible]</b></p>	<p><i>See Science curriculum KS1: The Environment</i> <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><b>+ see above [Being responsible]</b></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><b>+ see above [Being responsible]</b></p>	<p><b>[Cross curricular geography]</b></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><b>+ see above [Being responsible]</b></p>

## Growing and Changing

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p><b>See EYFS Curriculum:</b> 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><b>See Science curriculum KS1:</b> <b>My body, my senses and growth</b> 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 and 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. <b>See Science curriculum UKS2: Puberty/gestation/human life cycles</b></p>