

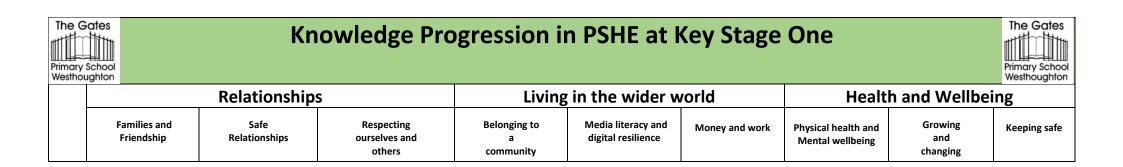
Knowledge Progression in PSHE at Foundation Stage



	Expect	ations for N	ursery	Expecta	ations for Re	ception	ELG	Links to KS1
	Can talk about the feelings 'happy' and 'sad'	Can talk about some feelings, such as 'angry', 'scared', 'surprised' and 'excited'		Continues to develop a wider awareness of their own feelings, such as 'jealous', 'worried' and 'frightened'		To be aware of synonyms for previously learnt feelings	Show an understanding of their own feelings and those of others,	PSHE Association: H11, H12, H13, H14, H15, H16, H18, H19
sd	Recognises when they might be 'happy' or 'sad'	Can recognise when they feel some feelings, such as 'angry', 'scared', 'surprised' and 'excited'	Responds appropriately to some feelings	range of feelings,	n they feel a wider , such as 'jealous', d 'frightened'	Responds appropriately to a wider range of feelings	and begin to regulate their behaviour accordingly Show sensitivity to their own and to	PSHE Association: R6, R7, R8, R9, R22, H22, R14, R15, R19, R20
Self-regulation/Making relationships	Begins to understand how others might be feeling	Offers comfort when others are distressed	Recognise the feelings of characters in stories	Begin to understand their actions have a consequence	Recognise when and how they need to respond to a friend, showing sensitivity when needed	Can offer reasons for how a person is feeling	others' needs	
Self-regulation	Celebrates accomplishments of goals	Beginning to develop an 'I can't do it yet' attitude	yet' attitude by	op an 'I can't do it doing something want to achieve	Can persevere to reach their intended goal	Shows perseverance and resilience in the face of challenge	Set and work towards simple goals, being able to wait for what they want and control	
	Takes turns in 1:1 activities with support	Takes turns in small group activities with support	Takes turns in 1:1 and small group activities without support	Takes turns in games and group activities with support	Takes turns in games and group activities without support	Initiates unstructured play and accepts the roles of others	their immediate impulses when appropriate Be confident to try	
	Sometimes shares resources with adults	Knows to ask for adult support when needed	Helps to finds solo and rivalries, such no everyone ca		Suggests alternative ideas to solve problems	Negotiates and solves problems without aggression	new activities and show independence, resilience and	

	Davidana	Davidana	Doginata	Davidana	Cara aayyyyh c	Thinks above		
	Develops	Develops	Begins to	Develops	Can say when	Thinks about	perseverance in the	
	confidence with	confidence to	communicate in	confidence	they do or don't	the perspective	face of challenge	
	a familiar adult	talk to familiar	a socially	when speaking	need help	of others		
	and separates	adults about	acceptable way,	to unfamiliar			Work and play	
	from main care	interests and	e.g. by saying	adults			cooperatively and	
	giver	wants, such as	their name first				take turns with	
		asks for help	or saying				others	
			'excuse me'					
	Selects and uses	Develops	Starts to interact v	with others during	Starts to accept	Initiates	Form positive	
	resources	confidence to	play, engaged in	the same themes	the needs and	unstructured	attachments to	
	independently to	play alongside			ideas of others	play and	adults and	
	support their	another child			during co-	accepts the	friendships with	
	solitary play	during self			operative play	roles of others	peers	
	, , ,	chosen activities						
	Is able to focus	Is able to focus	Can shift focus o	f attention from	Can complete a	Can complete a	Give focused	
	on one activity	on one activity	one activity/instr	uction to another	task and	task and	attention to what	
	,	and stop when			understand an	understand an	the teacher is	
		asked to listen			instruction at the	instruction at	saying, responding	
					same time in 1:1	the same time	appropriately even	
					situations	in group	when engaged in	
						situations	activity, and show	
	Can follow instruct	tions involving 1-2	Can follow instruc	tions involving 2-3	Can follow instruct	ions involving 3-4	an ability to follow	
	information ca	_		arrying words	information ca	_	instructions	
	mormation co	arrymb words		arrying words	iniormation co	mymg words	involving several	
							ideas or actions	
	Has an	Begins to	Can increasing	ly follow rules	Have an	Can remind	Explain the reasons	
	awareness of	understand	indepe	· ·	awareness of	friends of the	for rules, know right	
_	rules and	right and wrong	асре	,	rules and why	rules when	from wrong and try	
80 S	routines	with adult			we need to	needed.	to behave	
gin	routilies	modelling.			follow them.	necaca.	accordingly	
Managing self		modelling.			10110W triciii.		accordingly	
Σ								
			See PD Skills	Progression			Manage their own	
							basic hygiene and	

Is aware of healthy and unhealthy foods Independently accesses the outdoor area for exercise and knows why we need to exercise	Makes healthy choices	Is aware that you can eat unhealthy food in moderation and is able to explain the	Is able to explain the effects of exercise, sleep and reducing screen time	Can understand why they need to brush their teeth twice a day and the basic effects of	personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	
		importance of washing hands		unhealthy foods on their teeth		



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	R6. about how	R11. about how	R23. to recognise the	L2. how people and	L8 . about the	L10. what money is;	H4. about why	H20. about change	H29. to
	people make	people may feel if	ways in which they are	other living things	role of the	forms that money	sleep is important	and loss (including	recognise
	friends and what	they experience	the same and different	have different needs;	internet in	comes in; that	and different	death); to identify	risk in simple
	makes a good	hurtful behaviour or	to others	about the	everyday life	money comes from	ways to rest and	feelings associated	everyday
	friendship	bullying	R24. how to listen to	responsibilities of	L9. that not all	different sources	relax	with this; to	situations
	R7. about how to	R12. that hurtful	other people and play	caring for them	information	L11. that people	H6. that	recognise what	and what
	recognise when	behaviour (offline	and work cooperatively	J J			medicines	helps people to	action to
	they or someone	and online) including	R25. how to talk about	L4. about the different	seen online is	make different	(including	feel better.	take to
	else feels lonely	teasing, name-	and share their opinions	groups they belong to	true	choices about how to	vaccinations and	H25. to name the	minimise
	and what to do	calling, bullying and	on things that matter to	L5. about the different		save and spend	immunisations	main parts of the	harm
	R8. simple	deliberately	them.	roles and		money	and those that	body including	H30. about
	strategies to	excluding others is		responsibilities people		L12. about the	support allergic	external genitalia	how to keep
	resolve arguments	not acceptable; how		have in their		difference between	reactions) can	(e.g. vulva, vagina,	safe at home
	between friends	to report bullying;					help people to	penis, testicles)	(including
	positively	the importance of		community		needs and wants;	stay healthy	H26. about	around
	R9. how to ask for	telling a trusted		L6. to recognise the		that sometimes	H7. about dental	growing and	electrical
	help if a friendship	adult		ways they are the		people may not	care and visiting	changing from	appliances)
	is making them feel	R14. that sometimes		same as, and different		always be able to	the dentist; how	young to old and	and fire
	unhappy	people may behave		to, other people		have the things they	to brush teeth	how people's	safety (e.g.
	R24. how to listen	differently online,				want	correctly; food	needs change	not playing
	to other people and	including by				L13. that money	and drink that	H27. about	with matches
7	play and work	pretending to be					support dental	preparing to move	and lighters)
	cooperatively	someone they are				needs to be looked	health	to a new class/year	H31. that
Year		not				after; different ways	H16. about ways	group	household
>		R18. about the				of doing this	of sharing		products
		importance of not				L15. that jobs help	feelings; a range		(including
		keeping adults'				people to earn	of words to		medicines)
		secrets (only happy				money to pay for	describe feelings		can be
		surprises that others				things	H17. about things		harmful if not
		will find out about				tilligs	that help people		used
		eventually)					feel good (e.g.		correctly
		R19. basic					playing outside,		H32. ways to
		techniques for					doing things they		keep safe in
		resisting pressure to					enjoy, spending		familiar and
		do something they					time with family,		unfamiliar
		don't want to do and					getting enough		environments
		which may make					sleep)		(e.g. beach,
		them unsafe					H18. different		shopping
		R20. what to do if					things they can do		centre, park,
		they feel unsafe or					to manage big		swimming
		worried for					feelings, to help		pool, on the
		themselves or					calm themselves		street) and
		others; who to ask					down and/or		how to cross
		for help and					change their		the road
		vocabulary to use					mood when they		safely
		when asking for					don't feel good		H33. about
		help; importance of							the people

Leader to 1 09		l	1140 +	la a a a d'a la de
keeping trying until			H19. to recognise	whose job it
they are heard			when they need	is to help
			help with feelings;	keep us safe
			that it is important	H35. about
			to ask for help	what to do if
			with feelings; and	there is an
			how to ask for it	accident and
			H20. about	someone is
			change and loss	hurt
			(including death);	H36 . how to
			to identify feelings	get help in
			associated with	an .
			this; to recognise	emergency
			what helps people	(how to dial
			to feel better.	999 and
			to real setter.	what to say)
				H27. about
				preparing to
				move to a
				new
				class/year
				group

The Gates Primary School Westhoughton

Knowledge Progression in PSHE at Key Stage Two



	Relationships	5	Living	Living in the wider world			Health and Wellbeing		
Families and Friendship	Safe Relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe	

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another **R7.** to recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online): R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know **R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of selfrespect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
L2. to recognise there are human

L2. to recognise there are human rights, that are there to protect everyone L3. about the

L3. about the relationship between rights and responsibilities

L11 recognise
ways in which the
internet and social
media can be
used both
positively and
negatively
L12. how to assess
the reliability of

the reliability of sources of information online; and how to make safe, reliable choices from search results

L25 to recognise H1. how to make informed decisions positive thigs about health about **H2.** about the themselves and elements of a their balanced, healthy achievements; lifestyle set goals to help H3. about choices achieve personal that support a healthy lifestyle, outcomes and recognise what **L26.** that there is might influence a broad range of these different

jobs/careers that

people can have;

that people often

have more than

one career/type

of job during

their life

L27. about

and that a

aspirations

stereotypes in

the workplace

person's career

should not be

limited by them

L30. about some

of the skills that

will help them in

communication,

and negotiation

their future

careers e.g.

teamwork,

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H6. about what constitutes a

healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. how regular

(daily/weekly)

physical health

(e.g. walking or

cycling to school, daily active mile);

opportunities to be

physically active

and some of the

risks associated

mental and

recognise

exercise benefits

H27. to recognise their individuality and personal qualities **H28.** to identify personal strengths, skills. achievements and interests and how these contribute to a sense of selfworth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

1	1	1	1		1	1
relationships are				with an inactive		
making them feel				lifestyle		
unhappy or				H17. to recognise		
unsafe, and how				that feelings can		
to seek help or				change over time		
advice				and range in		
				intensity		
				H18. about		
				everyday things		
				that affect feelings		
				and the importance		
				of expressing		
				feelings		
				H19. a varied		
				vocabulary to use		
				when talking about		
				feelings; about how		
				in amercial ways,		
				to express feelings in different ways;		

Year 4

R10. about the
importance of
friendships;
strategies for
building positive
friendships; how
positive
friendships
support wellbeing
R11. what
constitutes a
positive healthy
friendship (e.g.
mutual respect,
trust, truthfulness,
loyalty, kindness,
generosity, sharing
interests and
experiences,
support with
problems and
difficulties); that
the same principles
apply to online
friendships as to
face-to-face
relationships
R12. to recognise
what it means to
'know someone
online' and how
this differs from
knowing someone
face-to-face; risks
of communicating
online with others
not known face-to-
face
R13. the
importance of
seeking support if
feeling lonely or
excluded
R18. to recognise if
a friendship (online
or offline) is
making them feel
making them leef

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, namecalling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support **R23.** about why someone may behave differently online, including pretending to be someone they are not: strategies for recognising risks, harmful content and contact: how to report concerns R27. about keeping something confidential or

secret, when this

birthday surprise

not be agreed to,

to break a

a secret

R28. how to

and when it is right

confidence or share

recognise pressure

from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

that others will find

out about) or should

should (e.g. a

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6- About the different groups that make up their community; what living in a

community means

contributions that

people and groups

L7. to value the

different

make to the

community

L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L17. about the different ways to pay for things and the choices people have about this **L19**. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) **L20.** to recognise that people make spending decisions based on priorities, needs and wants L21. different

ways to keep

track of money

H2. about the elements of a balanced, healthy lifestyle **H5.** about what good physical health means; how to recognise early signs of physical illness H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit iuices, smoothies and fruit teas; the effects of smoking)

as a result of the <mark>parental</mark> consultation and swapped with Yr5 curriculum for this strand (apart from H26 which remains in yr5) H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H25. about personal identity: what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) **H27.** to recognise their individuality and personal qualities

Puberty has moved

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H38. how to predict, assess and manage risk in different situations H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) **H46.** about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, ecigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

unsafe or uncomfortable; how to manage this and ask for support if				
necessary				

Year 5

- R14. that healthy friendships make people feel included: recognise when others may feel lonely or excluded: strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others **R16.** how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely **R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
- R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in
- different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R29. where to get advice and report concerns if worried about
- R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it
- R31. to recognise the importance of selfrespect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- **L4.** the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others **L5.** ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing,
- L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

reusing, recycling;

food choices)

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices

can share

information

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice: that people may choose to do

voluntary work

which is unpaid

L31. to identify

the kind of job

- H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn **H9.** that bacteria and viruses can affect health: how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it **H10.** how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations: how allergies can be managed H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
- Year 5 content move to year 4 after consultations. H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction **H31.** about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty **H26.** that for some people gender identity does not correspond with

their biological sex

H38. how to predict, assess and manage risk in different situations **H43.** about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services: know how to contact them and what to say

R26. about seeking their own or	that they might
and giving someone else's	like to do when
permission personal safety	they are older
(consent) in (including different situations online)	L32. to recognise
different situations offiline)	a variety of
	routes into
	careers (e.g.
	college,
	apprenticeship, university)

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) **R2**. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate

against others;

experienced

money

ways of responding

to it if witnessed or

L21. different ways

to keep track of

L.11 Recognise ways in which the internet and social media can be used both positively and negatively L13. about some of the different ways information and data is shared and used online. including for commercial purposes L15. recognise things appropriate to share and things that should not be shared on social media: rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe **L23.** about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can

impact on

people's feelings

and emotions

H13. about the benefits of the internet; the importance of balancing time online with other activities: strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health **H20.** strategies to respond to feelings, including intense or conflicting feelings: how to manage and respond to feelings appropriately and proportionately in different situations **H21**. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others **H22.** to recognise

that anyone can

experience mental

H24. problemsolving strategies for dealing with emotions. challenges and change, including the transition to new schools H33. about the processes of reproduction and birth as part of the human life cycle: how babies are conceived and born H35. about the new opportunities and responsibilities that increasing independence may bring **H36.** strategies to manage transitions between classes and key stages

H37.reasons for following and complying with regulations and restrictions (including age restrictions): how they promote personal safety and wellbeing with reference to social media. television programmes, films, games and online gaming H42. about the importance of keeping personal information private: strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others: what to do if frightened or worried by something seen or read online and how to report concerns. inappropriate content and contact H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, ecigarettes/vaping, alcohol and

				T	T	
R5 . that people					ill health; that most	medicines) and
who love and car					difficulties can be	their impact on
for each other ca					resolved with help	health; recognise
be in a committe					and support; and	that drug use can
relationship (e.g.					that it is important	become a habit
marriage), living					to discuss feelings	which can be
together, but ma	/				with a trusted adult	difficult to break
also live apart					H23. about change	H47. to recognise
R7. to recognise					and loss, including	that there are
and respect that					death, and how	laws surrounding
there are differer	t				these can affect	the use of legal
types of family					feelings; ways of	drugs and that
structure					expressing and	some drugs are
(including single					managing grief and	illegal to own, use
parents, same-se	<				bereavement	and give to others
parents, step-						H48. about why
parents, blended						people choose to
families, foster						use or not use
parents); that						drugs (including
families of all						nicotine, alcohol
types can give						and medicines);
family members						H49. about the
love, security and						mixed messages
stability						in the media
						about drugs,
						including alcohol
						and
		ļ				smoking/vaping
		ļ				H50. about the
		ļ				organisations
		ļ				that can support
		ļ				people
		ļ				concerning
						alcohol, tobacco
						and nicotine or
						other drug use;
						people they can
						talk to if they
						have concerns