



Progression of Skills

The document below has been designed to show how we will cover all of the relevant PSHE knowledge and skills across our school. The context in which these are taught, is left to the discretion of teachers, where possible trying to match the content of their unit to their year group's termly topic.



Year Group	Health and Wellbeing	Relationships	Living in the Wider World
1	<p>Key vocabulary</p> <p>Healthy lifestyle</p> <p>Feelings</p> <p>Personal Hygiene</p> <p>Disease</p> <p>Main parts of the body</p> <p>External genitalia</p> <p>Goals</p> <p>Change</p> <p>Loss</p> <p>Physically safe</p> <p>Emotionally safe</p> <p>Medicine</p>	<p>Key vocabulary</p> <p>Feelings</p> <p>Fair</p> <p>Unfair</p> <p>Kind</p> <p>Unkind</p> <p>Secret</p> <p>Surprise</p> <p>Cooperatively</p> <p>Physical contact</p> <p>Acceptable/ unacceptable</p> <p>Comfortable/uncomfortable</p> <p>Tease</p> <p>Bullying</p>	<p>Key vocabulary</p> <p>Contribute</p> <p>Rules</p> <p>Responsibilities</p> <p>Money</p> <p>Source</p> <p>Purpose</p> <p>Spending</p> <p>Choice</p> <p>Influence</p> <p>New Learning</p> <p>To learn how to contribute to the life of the classroom.</p>



	<p>New Learning</p> <p>To understand what constitutes a healthy lifestyle. To learn about good and not so good feelings</p> <p>To learn the importance of, and how to maintain, personal hygiene.</p> <p>To understand how some diseases are spread and can be controlled.</p> <p>To learn about the process from growing from old to young.</p> <p>To know the names for the main parts of the body (including external genitalia).</p> <p>To recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To learn about change and loss and their associated feelings.</p> <p>To learn about people who look after them and who to go to if they are worried.</p> <p>To learn rules for and ways of keeping physically and emotionally safe –including road safety and the difference between secrets and surprises.</p> <p>To understand that household products, including</p>	<p>Difference</p> <p>Similarity</p> <p>New Learning</p> <p>To know how to communicate feelings to others and recognise how others show feelings.</p> <p>To identify special people and how they should care for one another.</p> <p>To recognise what is fair and unfair, kind and unkind, right and wrong.</p> <p>To learn people’s bodies and feelings can be hurt.</p> <p>To learn the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises.</p> <p>To listen to other people and play and work cooperatively.</p> <p>To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond.</p> <p>To learn that there are different types of teasing and</p>	<p>To help construct, and agree to follow, group and class rules and to understand how these rules help them.</p> <p>To understand that people and other living things have needs and that they have responsibilities to meet them.</p> <p>To learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving.</p> <p>To learn about the role money plays in their lives including how to manage their money, keep it safe; make choices about spending money, and what influences those choices.</p>
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	<p>medicines, can be harmful.</p>	<p>bullying, that these are wrong and unacceptable.</p> <p>To identify and respect the differences and similarities between people.</p>	
2	<p>Revision (from previous year – include repeated statements here and how these will be modified)</p> <p>To understand what constitutes a healthy lifestyle (revision) Science.</p> <p>To know the names for the main parts of the body (including external genitalia - revision).</p> <p>To learn about good and not so good feelings (revision).</p> <p>To learn about change and loss and the associated feelings (revision).</p> <p>To recognise and celebrate their strengths and set simple but challenging goals (revision).</p> <p>To learn rules for, and ways of keeping, physically and emotionally safe –including road safety, online safety, the differences between secrets and surprises etc. (revision).</p> <p>To understand that household products, including medicines, can be harmful (revision).</p>	<p>Revision</p> <p>To know how to communicate feelings to others and recognise how others show feelings (revision).</p> <p>To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises (revision).</p> <p>To listen to other people and play and work cooperatively (revision)</p> <p>To be able to judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond (revision)</p> <p>To learn to recognise what is fair/unfair, kind/unkind, right/wrong (revision).</p>	<p>Revision</p> <p>To learn how to contribute to the life of the classroom (revision)</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them (revision)</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them (revision)</p> <p>To learn about the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices (revision).</p>



	<p>New Vocabulary</p> <p>Likes and Dislikes</p> <p>Informed choice</p> <p>Consequences</p> <p>Challenging Goals</p> <p>Road and online safety</p> <p>Secrets and Surprises</p> <p>Responsibility</p> <p>New learning</p> <p>To recognise what they like and dislike and how to make real informed choices, this can have good and not so good consequences.</p>	<p>New Vocabulary</p> <p>Behaviour</p> <p>Constructive</p> <p>Support</p> <p>Feedback</p> <p>Experience</p> <p>Witness</p> <p>Opinions</p> <p>Discussions</p> <p>New learning</p>	<p>New Vocabulary</p> <p>Groups</p> <p>Communities</p> <p>Improves</p> <p>Harms</p> <p>Environment</p> <p>New learning</p>
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	<p>To know the names for the main parts of the body (including external genitalia).</p> <p>To recognise that they share a responsibility for keeping themselves and others safe.</p>	<p>To recognise how their behaviour affects other people.</p> <p>To be able to offer and receive constructive support and feedback to and from others.</p> <p>To learn how to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one person and the whole class.</p>	<p>To learn that they belong to various groups and communities such as family and school.</p> <p>To learn what improves and harms their local, natural and built environments and about some of the ways people look after that.</p>
3	<p>Revision</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals (revision).</p> <p>To deepen understanding of good and not so good feelings (revision). Mental Health Week</p> <p>To develop strategies for keeping physical and emotionally safe –including online safety (revision) Safer Internet Day</p> <p>New Vocabulary</p>	<p>Revision</p> <p>To judge what kind of physical contact is acceptable/unacceptable and how to respond (revision).</p> <p>New Vocabulary</p> <p>Recognise</p> <p>Respond</p> <p>Appropriate</p>	<p>Revision</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (revision).</p> <p>New Vocabulary</p> <p>Laws</p> <p>Human Rights</p>



	Confidential	Universal
Opportunities	Confidence	Enforced
Bacteria	Dares	National
Viruses	Positive	Regional
Routines	Factors	Practices
Spread	Cultural	Duties
Balanced Diet	Ethnic	Identity
Transitions	Racial	Research
Separation	Religious diversity	Debate
Divorce	Sexual orientation	Topical issues
Bereavement	Disability	Recommendations
Emergency aid	Nature	Role
Right	Discrimination	Voluntary
Inappropriate/Unwanted contact	Aggressive	Pressure groups
Contact	Respectful	Wellbeing
Risk	Range	Values



	<p>Danger</p> <p>Hazard</p> <p>Resisting</p> <p>Pressure</p> <p>New learning</p> <p>To recognise opportunities to make their own choices about food/ a balanced diet.</p> <p>To understand that bacteria and viruses can affect health and following simple routines can reduce their spread.</p> <p>To learn about change, including transitions, loss, separation, divorce and bereavement.</p> <p>To understand school rules about health and safety, basic emergency aid procedures and where and how to get help.</p> <p>To learn about taking care of their body and the right to protect their body from inappropriate and unwanted contact.</p> <p>To differentiate between the terms 'risk', 'danger'</p>	<p>Concern</p> <p>Constructive</p> <p>Challenge</p> <p>Point of view</p> <p>Relationship</p> <p>New learning</p> <p>To be able to recognise and respond appropriately to a wider range of feelings in others.</p> <p>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break confidence' or 'share a secret'.</p> <p>To learn to recognise and manage 'dares'.</p> <p>To recognise what constitutes a positive, healthy relationship.</p> <p>To learn that their actions affect themselves and others.</p> <p>To realise the nature and consequences of</p>	<p>Customs</p> <p>Interest</p> <p>Loan</p> <p>Debt</p> <p>Tax</p> <p>New learning</p> <p>To learn why and how rules and laws that protect themselves and others are made and enforced. To understand that everyone has human rights.</p> <p>To know that universal human rights are there to protect everyone and have primacy over both national law and family and community practices.</p> <p>That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>To research, discuss and debate topical issues, problems and events concerning the environment</p>
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	<p>and 'hazard'.</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure.</p>	<p>discrimination, teasing, bullying and aggressive behaviours.</p> <p>To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary, constructively challenge, their points of view.</p>	<p>and offer their recommendations.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>To think about the lives of people living in other places, and people with different values and customs.</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax'.</p>
4	<p>Revision</p> <p>To learn how to make informed choices and to begin to understand further the concept of a balanced diet (revision)</p> <p>To reflect on and celebrate their achievements, identify their strengths, areas for improvements and set high aspirations and goals (revision).</p> <p>To deepen their understanding of good and not so good feelings (revision).</p> <p>To learn about change, including transitions, loss, separation, divorce and bereavement (revision).</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure (revision).</p>	<p>Revision</p> <p>To recognise and respond appropriately to a wider range of feelings in others (revision).</p> <p>To be able to judge what kind of physical contact is acceptable/unacceptable and how to respond (revision).</p> <p>To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary, constructively challenge their points of view (revision).</p> <p>New Vocabulary</p>	<p>Revision</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (revision).</p> <p>To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (revision).</p> <p>New Vocabulary</p>



	<p>To understand school rules about health and safety, basic emergency aid procedures and where and how to get help (revision).</p> <p>To learn strategies for keeping physically and emotionally safe –including road safety, safety in the environment, and online safety (revision).</p> <p>New Vocabulary</p> <p>Responsible</p> <p>New learning</p> <p>To learn about people who are responsible for helping them stay healthy and safe and ways that they can support these people.</p>	<p>Constitute</p> <p>Maintain</p> <p>Collaboratively</p> <p>Dispute</p> <p>Conflict</p> <p>Negotiation</p> <p>Compromise</p> <p>Benefit</p> <p>Civil partnership</p> <p>Marriage</p> <p>Stereotypes</p> <p>New learning</p> <p>To recognise what constitutes a positive, healthy relationship and to develop the skills to maintain</p>	<p>Anti-social</p> <p>Individual</p> <p>Resolve differences</p> <p>Alternatives</p> <p>Critique</p> <p>Media</p> <p>Decision</p> <p>Institution</p> <p>Local</p> <p>Resources</p> <p>Allocated</p> <p>Sustainability</p> <p>Enterprise</p> <p>Skill</p>
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		<p>these relationships.</p> <p>To work collaboratively towards shared goals.</p> <p>To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To be aware of different types of relationships, including those between friends and families, civil partnerships and marriage.</p> <p>To recognise and challenge stereotypes.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.</p>	<p>New learning</p> <p>To recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities.</p> <p>To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To explore and critique how the media present information.</p> <p>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally.</p> <p>To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>To learn about enterprise and the skills that make someone 'enterprising'.</p>
5	<p>Revision</p> <p>To develop strategies for keeping physically and emotionally safe – including safety in the environment and online safety (revision).</p>	<p>Revision</p> <p>To understand the concept of keeping something confidential or secret, when we should or should not agree to this and when it is right to break a</p>	<p>Revision</p> <p>To learn about the role money plays in their own and others' lives (revision).</p> <p>To develop an understanding of the concepts of</p>



	<p>New Vocabulary</p> <p>Range</p> <p>Intensity</p> <p>Conflicting emotions</p> <p>Puberty</p> <p>Reality</p> <p>Reproduction</p> <p>Conception</p> <p>Autonomy</p> <p>Independence</p> <p>Habit</p> <p>New learning</p>	<p>confidence or share a secret (revision).</p> <p>To recognise and manage dares (revision).</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain these (revision).</p> <p>To recognise that their actions affect themselves and others (revision).</p> <p>To judge what kind of physical contact is acceptable/unacceptable and how to respond (revision).</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (revision).</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help (revision).</p> <p>New Vocabulary</p>	<p>‘interest’, ‘loan’, ‘debt’ and ‘tax’, and to increase their understanding of how to manage their money and become a critical consumer (revision).</p> <p>New Vocabulary</p> <p>UN Declaration</p> <p>Rights of the child</p> <p>Appropriate people</p> <p>New learning</p> <p>To understand that everyone has human rights – all people and all societies, and that children have their own special rights set out in the UN Declaration of the Rights of the Child.</p>
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	<p>To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others and recognise that they may experience conflicting emotions.</p> <p>To understand how bodies change as they approach and move through puberty.</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>To learn about human reproduction including conception (Science).</p> <p>To learn about taking care of their body, understanding they have autonomy and the right to protect their body from inappropriate and unwanted contact.</p> <p>To recognise that increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>To learn what is meant by the term 'habit' and why habits can be hard to change.</p>	<p>Cultural</p> <p>Ethnic</p> <p>Racial/Religious Diversity</p> <p>Sexual Orientation</p> <p>Disability</p> <p>Factors</p> <p>New learning</p> <p>To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.</p>	<p>To learn that there are different kinds of responsibilities, rights and duties at home, at school, and in the community.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>To think about the lives of people living in other places, and people with different values and customs.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p>
6	<p>Revision</p> <p>To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others and recognise that they may</p>	<p>Revision</p> <p>To judge what kind of physical contact is acceptable/unacceptable and how to respond (revision).</p>	<p>Revision</p> <p>To know that there are some cultural practices which are against British law and universal human rights (revision)</p>



	<p>experience conflicting emotions. (revision).</p> <p>To reflect on and celebrate their achievements, identify strengths, areas for improvements and set high aspirations and goals (revision).</p> <p>To recognise, explore and critique how images in the media do not always reflect reality and can affect how people feel about themselves (revision).</p> <p>New Vocabulary</p> <p>Positive/Negative Effects</p> <p>Physical Health</p> <p>Mental Health</p> <p>Emotional Health</p> <p>Substances</p> <p>Drugs</p> <p>Alcohol</p> <p>Tobacco</p>	<p>To work collaboratively towards shared goals (revision).</p> <p>To recognise and challenge stereotypes (revision).</p> <p>To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage (revision).</p> <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (revision).</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary, constructively challenge their points of view (revision).</p> <p>New Vocabulary</p> <p>Wider range</p> <p>Stable, loving relationships</p>	<p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities (revision)</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (revision)</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer(revision)</p> <p>To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (revision)</p> <p>To learn about enterprise and the skills that make someone 'enterprising' (revision)</p> <p>New Vocabulary</p> <p>Reinforced</p>
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	<p>Legal</p> <p>Illegal</p> <p>Use and supply</p> <p>Restricted</p> <p>New learning</p> <p>To learn about positive and negative effects on physical, mental and emotional health (including the media).</p> <p>To learn how their bodies will change as they approach and move through puberty.</p> <p>To learn about human reproduction including conception.</p> <p>Online safety</p> <p>To deepen understanding of risk by recognising, predicting and assessing risks in difference situations and deciding how to manage them responsibly.</p>	<p>Commitment</p> <p>Freely entered</p> <p>New learning</p> <p>To recognise and respond appropriately to a wider range of feelings in others</p> <p>To know that civil partnerships and marriage are examples of stable, loving relationships and to be aware that marriage is a commitment freely entered into by both people.</p>	<p>Relation to</p> <p>Different situations</p> <p>New learning</p> <p>To learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p>
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	<p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>To learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage pupils immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply.</p>		
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