



## P.H.S.E. Knowledge and Skills Progression

### Intent

At Borrow Wood Primary school we believe that PSHE is vital in a child's education. PSHE is rooted in our core values: Challenge, Honesty, Ownership, Inclusive, Care and Excellence (CHOICE), which underpins all of the subjects in our curriculum.

Our PSHE (Personal, Social and Health Education) curriculum gives children the knowledge, skills and understanding to lead confident, healthy, independent lives and to become informed, active and responsible global citizens.

We want children to explore what diversity is, why it is important and why we should be respectful of others.

We also want children to learn about their own identity, risks, decision-making and how to keep themselves safe and to develop skills to deal with challenges and dilemmas they face in the wider world.

We want our children to develop the qualities and attributes they need to thrive as individuals, within their families and as part of wider society, recognising the importance of healthy, positive relationships.

EYFS

Subject: PSHE

In the Foundation Stage, a strong focus is on supporting children to become independent, understand the importance of making good choices to keep themselves healthy, happy and safe. The children are taught the language and skills necessary to work cooperatively. They learn to self-regulate their behaviour enabling them to fully access the curriculum and build excellent attitudes to learning.

Statements from Development Matters are used to ensure progression:

### **PSE Development throughout FS1**

#### Self-Regulation

- Be increasingly able to talk about and manage their emotions.
- Safely explore emotions beyond their normal range through play and stories.
- Talk about their feelings in more elaborated ways "I'm sad because..." or "I love it when..."
- Begin to show effortful control e.g. waiting for a turn and resisting the impulse to grab what they want or push their way to the front.
- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.

#### Managing Self:

- Learn to use the toilet with help and then independently.
- Grow in independence, rejecting help "me do it".

- Follow rules and understand why they are important.
- Independent in meeting own needs, washing hands, toileting.
- Become more outgoing with unfamiliar people.
- Become independent when getting dressed / undressed.
- Dry during the day.
- Meet own needs, washing hands etc.
- Make healthy choices.
- Show resilience and perseverance.
- Manage their own personal hygiene.
- Know and talk about being healthy: exercise, eating, tooth brushing, sensible amounts of screen time, sleep, road safety.
- Skills to manage the school day: lining up, queuing, mealtimes, personal hygiene.

#### Building Relationships:

- Notices and asks questions about differences, such as skin colour, hair, gender, special needs, religion etc.
- Develop friendships with other children.
- Around 3, can they sometimes share, take turns with adult guidance.
- Take part in pretend play.
- Play with one or more children, extending and elaborating play ideas.
- Build constructive and respectful relationships.

#### **PSE Development throughout FS2**

##### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

##### Managing Self:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

##### Building Relationships:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.

<p>Year 1 and 2 CYCLE A</p>	<p>Subject: PSHE</p>	
<p><b><u>Autumn 1 Coverage</u></b>  <b>Changes</b>  <b>H5</b> - Exploring what change means.  <b>H5</b> - Exploring loss and change and the associated feelings.  <b>H8</b> - Exploring the changes of growing from young to old.  <b>H9</b> - Managing change positively.  <b>H13</b> - Identifying strategies and where to go for help.</p> <p><b><u>Knowledge and Skills</u></b>  Can develop simple strategies to manage some feelings. <b>(H4, H5)</b>  Can explain some changes that happen from young to old. <b>(H8, H9)</b>  Can explain different ways that family and friends should care for one another. <b>(H13)</b></p>	<p><b><u>Autumn 2 Coverage</u></b>  <b>Being Safe</b>  <b>H11</b> - Identifying household products are hazards if not used properly.  <b>H12</b> - Exploring rules for and ways of keeping safe in a range of situations.  <b>H13</b> - Knowing who to go to if they are worried.  <b>H14, H15</b> - Recognising that they share a responsibility for keeping themselves and others safe.  <b>H16</b> - Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy.  <b>L2</b> - Understanding why rules are important in keeping us safe.  <b>L10</b> - Identifying people who work in the community and how to ask for help.</p> <p><b><u>Knowledge and Skills</u></b>  Can talk about the harmful aspects of some household products/medicines. <b>(H11)</b>  Can describe ways of keeping safe in different situations. <b>(H12)</b>  Can explain different ways that family and friends should care for one another. <b>(H13)</b>  Can identify that they do not need to keep secrets and explain why. <b>(H14, H15)</b>  Can recognise what is meant by privacy for themselves and others. <b>(H16)</b>  Can follow classroom and school rules. <b>(L2)</b>  Can identify what to do in an emergency. <b>(L10)</b></p>	<p><b><u>Spring 1 Coverage</u></b>  <b>Being Me</b>  <b>L4</b> - Recognise they belong to different groups and communities such as family and school.  <b>L8</b> - Explore ways in which they are all unique.  <b>L9</b> - Identify ways in which we are the same as all other people; what we have in common with everyone else.  <b>R7</b> - Offer constructive support to others.  <b>R9</b> - Identify what makes them special.</p> <p><b><u>Knowledge and Skills</u></b>  Can explain which groups they belong to, such as family and school. <b>(L4)</b>  Can express why they are unique. <b>(L8)</b>  Can explain ways in which we are the same as all other people. <b>(L9)</b>  Can work cooperatively with others. <b>(R6, R7)</b>  Can identify what makes them special. <b>(R9)</b></p>

**Spring 2 Coverage**

**Drug Education**

**H1** - Exploring the importance of physical, mental and emotional health.

**H2** - Exploring how to make informed choices.

**H11** - Understanding the role of drugs as medicines.

**H11** - Identifying alternatives to taking medicines.

**H11** - Identifying that household products, including medicines, can be harmful if not used properly.

**H12** - Identifying rules for and ways of keeping safe.

**H15** - Recognising they have a shared responsibility for keeping themselves and others safe.

**Knowledge and Skills**

Can explain what keeps them healthy. **(H1)**

Can make simple choices about their health and wellbeing. **(H2)**

Can recognise what they like and dislike. **(H2)**

Can talk about the harmful aspects of some household products / medicines. **(H11)**

Can describe ways of keeping safe in different situations. **(H12)**

Can identify that they do not need to keep secrets and explain why. **(H14, H15)**

**Summer 1 Coverage**

**Money Matters**

**L6** - Recognising what money looks like.

**L6** - Identifying how money is obtained.

**L6** - Understanding the ways money can be used.

**L7** - Understanding how to keep money safe and what influences choices.

**Skills**

Can identify where money comes from and what influences how we spend it. **(L6, L7)**

**YEAR 2: Summer 2 Coverage**

**Growing Up**

**H8** - The process of growing from young to old.

**H9** - Exploring growing and changing and becoming independent.

**H10** - The correct names for the main parts of the body (including external genitalia).

**H13** - Identifying people who they can ask for help and think about how they might do that.

**H15, R3** - Identifying ways of keeping safe and knowing they do not keep secrets.

**H16** - About privacy in different contexts.

**H16** - About respecting the needs of ourselves and other people.

**R8** - Identifying similarities and difference.

**R10** - What physical contact is acceptable.

**L8** - That everybody is unique.

**Knowledge and Skills**

Can explain some changes that happen from young to old. **(H8, H9)**

Can name main parts of the body including external genitalia. **(H10)**

Can explain different ways that family and friends should care for one another. **(H13)**

Can identify that they do not need to keep secrets and explain why. **(H14, H15)**

Can recognise the difference between secrets and nice surprises. **(R3)**

Can recognise what is meant by privacy for themselves and others. **(H16)**

Can identify the differences and similarities between people. **(R8)**

Can recognise what kind of physical contact is acceptable/ unacceptable and how to respond appropriately. **(R10)**

Can express why they are unique. **(L8)**

**YEAR 1: Summer 2 Coverage**

**Relationships**

**R2** - Recognising our behaviour can affect others.

**R4** - Recognising what is fair and unfair, kind and unkind, what is right and wrong.

**R6** - Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).

**R7** - Offering constructive support and feedback to others.

**R9** - Identifying their special people (family, friends, carers) and how they should care for each other.

**Knowledge and Skills**

Can recognise that their behaviour can affect other people. **(R2)**

Can recognise what is fair and unfair. **(R4)**

Can actively listen to other people and to instructions. **(R6)**

Can work cooperatively with others. **(R6, R7)**

Can identify what makes them special. **(R9)**

<p>Year 1 and 2 CYCLE B</p>	<p>Subject: PSHE</p>	
<p><b>Autumn 1 Coverage</b> <b>Exploring Emotions</b>  <b>R1</b> - Recognising a range of feelings in ourselves and other people.  <b>R1</b> - Recognising how others show feelings and how to respond.  <b>R2</b> - Recognising that their behaviour can affect others.  <b>H1</b> - Communicating feelings to others.  <b>H4</b> - Developing simple strategies for managing feelings.  <b>H4</b> - Using words to describe a range of feelings.</p> <p><b>Knowledge and Skills</b>  Can communicate their feelings to others. <b>(R1)</b>  Can recognise that their behaviour can affect other people. <b>(R2)</b>  Can explain what keeps them healthy. <b>(H1)</b>  Can name and identify a range of feelings. <b>(H4)</b>  Can develop simple strategies to manage some feelings. <b>(H4, H5)</b></p>	<p><b>Autumn 2 Coverage</b> <b>Bullying Matters</b>  <b>R2</b> - Recognising their behaviour can affect others.  <b>R6</b> - Listening to others and working cooperatively.  <b>R11</b> - Identifying that people’s bodies can be hurt.  <b>R12</b> - Recognising when people are being unkind to them or others, who to tell and what to say.  <b>R13</b> - Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable.  <b>R14</b> - Identifying strategies to resist teasing/ bullying if experienced or witnessed.</p> <p><b>Knowledge and Skills</b>  Can recognise that their behaviour can affect other people. <b>(R2)</b>  Can actively listen to other people and to instructions. <b>(R6)</b>  Can work cooperatively with others. <b>(R6, R7)</b>  Can recognise people's bodies and feelings can be hurt. <b>(R11)</b>  Can be kind to others. <b>(R12)</b>  Can recognise different types of bullying and why it is wrong. <b>(R13)</b>  Can identify who to go to if they need help with their worries. <b>(R14)</b></p>	<p><b>Spring 1 Coverage</b> <b>Difference and Diversity</b>  <b>L4</b> - Understanding that they belong to different groups.  <b>L8</b> - Identifying ways in which they are unique.  <b>R5</b> - Sharing opinions on things that matter using discussions.  <b>R8</b> - Identifying and respecting the differences and similarities between people.</p> <p><b>Knowledge and Skills</b>  Can explain which groups they belong to, such as family and school. <b>(L4)</b>  Can express why they are unique. <b>(L8)</b>  Can begin to share their views and opinions. <b>(R5)</b>  Can identify the differences and similarities between people. <b>(R8)</b></p>

**Spring 2 Coverage**

**Being Healthy**

- H1** - Exploring what a healthy lifestyle means.
- H1** - Identifying the benefits of a healthy lifestyle.
- H2** - Identifying ways of keeping healthy.
- H2** - Recognising what they like and dislike.
- H2** - Recognising that choices can have good and not so good consequences.
- H3** - Setting simple goals.
- H6** - Recognising the importance of personal hygiene.
- H7** - Developing simple skills to help prevent diseases spreading.

**Knowledge and Skills**

- Can explain what keeps them healthy. **(H1)**
- Can make simple choices about their health and wellbeing. **(H2)**
- Can recognise what they like and dislike. **(H2)**
- Can set themselves simple goals. **(H3)**
- Can express some of their positive qualities/strengths. **(H3)**
- Can explain ways of keeping clean. **(H6)**
- Can use skills developed to help prevent diseases spreading. **(H7)**

**Summer 1 Coverage**

**Being Responsible**

- L1** - Identify how they can contribute to the life of the classroom and school.
- L2** - Construct and explore the importance of rules.
- L3** - Explore and understand that everyone has rights and responsibilities.
- L5** - Identify what improves and harms their environments.
- R4** - Recognise what is fair/unfair, right/wrong, kind/unkind.

**Knowledge and Skills**

- Can demonstrate how we can care for one other. **(L1)**
- Can contribute to the life of the classroom and school. **(L1)**
- Can follow classroom and school rules. **(L2)**
- Can demonstrate how to be responsible. **(L3)**
- Can explain how we can care for animals. **(L5)**
- Can recognise what is fair and unfair. **(R4)**

**YEAR 2: Summer 2 Coverage**

**Growing Up**

- H8** - The process of growing from young to old.
- H9** - Exploring growing and changing and becoming independent.
- H10** - The correct names for the main parts of the body (including external genitalia).
- H13** - Identifying people who they can ask for help and think about how they might do that.
- H15, R3** - Identifying ways of keeping safe and knowing they do not keep secrets.
- H16** - About privacy in different contexts.
- H16** - About respecting the needs of ourselves and other people.
- R8** - Identifying similarities and difference.
- R10** - What physical contact is acceptable.
- L8** - That everybody is unique.

**Knowledge and Skills**

- Can explain some changes that happen from young to old. **(H8, H9)**
- Can name main parts of the body including external genitalia. **(H10)**
- Can explain different ways that family and friends should care for one another. **(H13)**
- Can identify that they do not need to keep secrets and explain why. **(H14, H15)**
- Can recognise the difference between secrets and nice surprises. **(R3)**
- Can recognise what is meant by privacy for themselves and others. **(H16)**
- Can identify the differences and similarities between people. **(R8)**
- Can recognise what kind of physical contact is acceptable/ unacceptable and how to respond appropriately. **(R10)**
- Can express why they are unique. **(L8)**

**YEAR 1: Summer 2 Coverage**

**Relationships**

- R2** - Recognising our behaviour can affect others.
- R4** - Recognising what is fair and unfair, kind and unkind, what is right and wrong.
- R6** - Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).
- R7** - Offering constructive support and feedback to others.
- R9** - Identifying their special people (family, friends, carers) and how they should care for each other.

**Knowledge and Skills**

- Can recognise that their behaviour can affect other people. **(R2)**
- Can recognise what is fair and unfair. **(R4)**
- Can actively listen to other people and to instructions. **(R6)**
- Can work cooperatively with others. **(R6, R7)**
- Can identify what makes them special. **(R9)**

Year 3 and 4  
CYCLE A

Subject: PSHE

**Spring 1 Coverage**  
**Changes**  
**H6** - Understanding good and not so good feelings including their range and intensity.  
**H7** - Developing an understanding that change can cause conflicting emotions.  
**H7** - Acknowledging, exploring and identifying how to manage change positively.  
**H8** - Exploring changes.  
**H14** - Knowing where to go for help and how to ask for help.

**Knowledge and Skills**  
Can name and identify a range of feelings. **(H6)**  
Can use strategies to help manage their emotions. **(H7)**  
Can identify positive ways to face new challenges such as transition. **(H8)**  
Can recognise, predict and manage risks in different situations. **(H9, H10, H14)**

**Autumn 2 Coverage**  
**Being Safe**  
**H2** - Understanding how to make informed choices.  
**H10** - Exploring how to recognise, predict and assess risks in different situations.  
**H11** - Understanding that increased independence brings increased responsibility to keep themselves safe.  
**H15** - Understanding how rules can keep them safe.  
**H15** - Identifying where and how to get help.  
**H21** - Developing strategies for keeping physically and emotionally safe in different situations.  
**H22** - Understanding the importance of protecting information particularly online.  
**H23, H24, H25** - Understanding how to become digitally responsible.

**Knowledge and Skills**  
Can understand what a balanced diet includes. **(H2)**  
Can recognise, predict and manage risks in different situations. **(H9, H10, H14)**  
Can explain how their actions have consequences for themselves and others. **(H11, H13)**  
Can identify safety rules and where to get help. **(H15, H23)**  
Can describe hazards that may exist in their environment and describe strategies to keep them safe. **(H21)**  
Can describe strategies for keeping safe and being responsible. **(H22, H24, H25)**

**Spring 1 Coverage**  
**Being Me**  
**L7** - Exploring different kinds of responsibilities at school and in the community.  
**L9** - Identifying what being part of a community means.  
**L11** - Appreciate the range of identities in the UK.  
**R10** - Listen and respond respectfully.  
**R13** - Identifying that differences and similarities between people arise from a number of factors.

**Knowledge and Skills**  
Can identify the different rights and responsibilities at school, home and community and the skills they need. **(L7)**  
Can identify groups to which they belong. **(L9)**  
Can appreciate the range of identities in the UK. **(L11)**  
Can work collaboratively and co-operatively. **(R10)**  
Can demonstrate that they can be kind and respectful to others. **(R10, R21)**  
Can listen to others' points of view and respond appropriately. **(R10, R11)**  
Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.' **(R13, R17)**

**Spring 2 Coverage**

**Drug Education**

**H2** - Recognising how to make informed choices.

**H9** - Understanding that people have different attitudes to risk.

**H10, H11** - Recognising, predicting and assessing risks in different situations.

**H14** - Where to get help and how to ask for help.

**H17** - Distinguishing between safe and harmful and to know some substances can be harmful if misused.

**H21, H23** - Learning rules about staying safe.

**Knowledge and Skills**

Can understand what a balanced diet includes. **(H2)**

Can recognise, predict and manage risks in different situations. **(H9, H10, H14)**

Can explain how their actions have consequences for themselves and others. **(H11, H13)**

Can identify substances/drugs that are legal/illegal and identify the risks. **(H16, H17)**

Can describe hazards that may exist in their environment and describe strategies to keep them safe. **(H21)**

Can identify safety rules and where to get help. **(H15, H23)**

**Summer 1 Coverage**

**Money Matters**

**L10** - Identify the role of voluntary and charity groups.

**L12** - Understanding different values and customs.

**L13** - Exploring how to manage money.

**L13** - Explaining the importance of money in people's lives and how money is obtained.

**L14** - Understanding the concepts of interest, loan, debt and tax.

**L16** - Understanding enterprise and begin to develop enterprise skills.

**Knowledge and Skills**

Can understand what being part of a community means and the local and national groups that support them. **(L9, L10)**

Can describe some of the different beliefs and values in society. **(L12)**

Can explain how to be a critical consumer. **(L13, L14)**

Can demonstrate their enterprise skills. **(L16)**

**Summer 2 Coverage**

**Growing Up**

**H4** - That images in the media do not always reflect reality.

**H5** - Celebrate our strengths/qualities.

**H8** - About the kind of changes that happen in life and the associated feelings.

**H12** - That simple hygiene routine can prevent the spread of bacteria.

**H18** - About the changes that happen as they grow up.

**H20** - The right to protect our bodies.

**R4** - About differences and similarities between people, but understand everyone is equal.

**R8** - About the difference between acceptable and unacceptable physical contact.

**R13** - Knowing the names of the body parts.

**R16** - Recognise and challenge stereotypes.

**Knowledge and Skills**

Can identify how images in the media don't always reflect reality. **(H4, L7, L18)**

Can identify their strengths and suggest areas for improvement. **(H5)**

Can identify positive ways to face new challenges such as transition. **(H8)**

Can identify what affects their physical and mental health. **(H1, H12)**

Can identify physical/emotional changes during puberty. **(H18)**

Can understand what appropriate and inappropriate touch/contact means and identify strategies required. **(H20)**

Can recognise different types of relationships. **(R4, R5, R6, R19)**

Can identify what kind of physical contact is acceptable/unacceptable and how to respond appropriately. **(R8, R21)**

Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.' **(R13, R17)**

Can identify how to recognise and challenge stereotypes. **(R16)**

<p>Year 3 and 4 CYCLE B</p>	<p>Subject: PSHE</p>	
<p><b>Autumn 1 Coverage</b> <b>Exploring Emotions</b>  <b>R1</b> - Recognising a wide range of emotions in themselves and others.  <b>R1</b> - Responding appropriately to a range of emotions in themselves and others.  <b>R7</b> - Understanding their actions affect themselves and others.  <b>R12</b> - Developing strategies to resolve disputes.  <b>R12</b> - Identifying strategies to manage emotions.  <b>H1, H6</b> - Deepening their understanding of good and not so good feelings.  <b>H6</b> - Extending vocabulary to help explain the range and intensity of feelings.  <b>H7</b> - Recognising conflicting emotions.</p> <p><b>Knowledge and Skills</b>  Can communicate their feelings to others. <b>(R1)</b>  Can understand that their actions affect themselves and others. <b>(R7)</b>  Can identify strategies to resolve conflicts. <b>(R12)</b>  Can identify what affects their physical and mental health. <b>(H1, H12)</b>  Can name and identify a range of feelings. <b>(H6)</b>  Can use strategies to help manage their emotions. <b>(H7)</b></p>	<p><b>Autumn 2 Coverage</b> <b>Bullying Matters</b>  <b>R7</b> - Understanding that their actions affect themselves and others.  <b>R11</b> - Identifying the importance of working towards shared goals.  <b>R12</b> - Developing strategies for getting support for themselves or for others at risk.  <b>R13</b> - Identifying that differences and similarities arise from a number of factors.  <b>R14, L6</b> - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').  <b>R18</b> - Knowing how to recognise bullying and abuse in all its forms.</p> <p><b>Knowledge and Skills</b>  Can understand that their actions affect themselves and others. <b>(R7)</b>  Can listen to others' points of view and respond appropriately. <b>(R10, R11)</b>  Can identify strategies to resolve conflicts. <b>(R12)</b>  Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.' <b>(R13, R17)</b>  Can identify the consequences of teasing, bullying and discrimination. <b>(R14)</b>  Can identify how to recognise and challenge stereotypes. <b>(R16)</b>  Can recognise bullying in all its forms. <b>(R18)</b></p>	<p><b>Spring 1 Coverage</b> <b>Difference and Diversity</b>  <b>R10</b> - Identifying how to listen and respond respectfully to a wide range of people.  <b>R13</b> - Recognising the differences and similarities between people, but understand everyone is equal.  <b>R14</b> - Recognising the nature and consequences of discrimination.  <b>R16</b> - Recognising and challenging stereotypes.</p> <p><b>Knowledge and Skills</b>  Can work collaboratively and co-operatively. <b>(R10)</b>  Can demonstrate that they can be kind and respectful to others. <b>(R10, R21)</b>  Can listen to others' points of view and respond appropriately. <b>(R10, R11)</b>  Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.' <b>(R13, R17)</b>  Can identify the consequences of teasing, bullying and discrimination. <b>(R14)</b>  Can identify how to recognise and challenge stereotypes. <b>(R16)</b></p>

**Spring 2 Coverage**

**Being Healthy**

**H1** - Exploring what affects their physical, mental and emotional health.

**H2** - Understanding the concept and benefits of a balanced healthy lifestyle.

**H2** - Identifying how to make informed choices.

**H3** - Understanding what is included in a balanced diet.

**H3** - Understanding what may influence our choices.

**H5** - Setting goals.

**Knowledge and Skills**

Can identify what affects their physical and mental health. **(H1, H12)**

Can understand what a balanced diet includes. **(H2)**

Can recognise what might influence our choices to have a 'balanced lifestyle.' **(H3, H16)**

Can identify their strengths and suggest areas for improvement. **(H5)**

**Summer 1 Coverage**

**Being Responsible**

**L1** - Research, discuss and debate topical issues.

**L2** - Identify why rules are needed in different situations.

**L3, L4** - Understanding that there are human rights to protect everyone.

**L7** - Explore rights and responsibilities, rights and duties at home, school, community and the environment.

**L7** - Develop skills to carry out responsibilities.

**L8** - Explore how to resolve differences and respect others' points of view.

**L9** - Explore what being part of a community means and how they belong.

**Knowledge and Skills**

Can take part in a debate or topical issue and confidently share their point of view. **(L1)**

Can explain why rules and laws are needed in different situations. **(L2)**

Can identify that people have basic human rights and they are there to protect everyone. **(L3, L4, L5)**

Can identify the different rights and responsibilities at school, home and community and the skills they need. **(L7)**

Can identify and demonstrate strategies to resolve differences. **(L8)**

Can demonstrate respect and show tolerance towards people different from themselves. **(L8)**

Can identify groups to which they belong. **(L9)**

Can understand what being part of a community means and the local and national groups that support them. **(L9, L10)**

**Summer 2 Coverage**

**Relationships**

**R2** - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.

**R3** - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.

**R4** - Recognising different types of relationship.

**R7** - Understanding that actions affect themselves and others.

**R9** - Understanding when it is right to 'break a confidence' or 'share a secret'.

**R10** - Listening and responding respectfully.

**R21** - Understanding personal boundaries.

**Knowledge and Skills**

Can identify skills to maintain and form good relationships. **(R2)**

Can identify the difference between a healthy and an unhealthy relationship. **(R2, R3)**

Can recognise different types of relationships. **(R4, R5, R6, R19)**

Can understand that their actions affect themselves and others. **(R7)**

Can recognise the risks associated with 'keeping a secret.' **(R9)**

Can work collaboratively and co-operatively. **(R10)**

Can demonstrate that they can be kind and respectful to others. **(R10, R21)**

Can listen to others' points of view and respond appropriately. **(R10, R11)**

Year 5	Subject: PSHE	
<p><b><u>Autumn 1 Coverage</u></b>  <b>Exploring Emotions</b>  <b>R1</b> - Recognising a wider range of feelings in others and how to respond appropriately.  <b>R7</b> - Recognising that their actions can affect themselves and others.  <b>R12</b> - Developing strategies to resolve disputes.  <b>H6</b> - Deepening their understanding of good and not so good feelings.  <b>H6</b> - Extending emotional vocabulary.  <b>H6</b> - Exploring the intensity and range of feelings.  <b>H7</b> - Recognising when they experience conflicting emotions and how to manage these.</p> <p><b><u>Knowledge and Skills</u></b>  Can communicate their feelings to others. <b>(R1)</b>  Can understand that their actions affect themselves and others. <b>(R7)</b>  Can identify strategies to resolve conflicts. <b>(R12)</b>  Can name and identify a range of feelings. <b>(H6)</b>  Can use strategies to help manage their emotions. <b>(H7)</b></p>	<p><b><u>Autumn 2 Coverage</u></b>  <b>Bullying Matters</b>  <b>R7</b> - Understanding that their actions affect themselves and others.  <b>R12</b> - Developing strategies for getting support for themselves or for others at risk.  <b>R13</b> - Identifying that differences and similarities arise from a number of factors.  <b>R14</b> - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice based language, 'trolling').  <b>R18</b> - Knowing how to recognise bullying and abuse in all its forms.</p> <p><b><u>Knowledge and Skills</u></b>  Can understand that their actions affect themselves and others. <b>(R7)</b>  Can identify strategies to resolve conflicts. <b>(R12)</b>  Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.' <b>(R13, R17)</b>  Can identify the consequences of teasing, bullying and discrimination. <b>(R14)</b>  Can recognise bullying in all its forms. <b>(R18)</b></p>	<p><b><u>Spring 1 Coverage</u></b>  <b>Being Healthy</b>  <b>H1</b> - Exploring what affects their physical, mental and emotional health.  <b>H2</b> - Understanding the concept and benefits of a balanced healthy lifestyle.  <b>H3</b> - Exploring how we make choices about the food we eat.  <b>H3</b> - Identifying how to make informed choices.  <b>H3</b> - Developing skills to make their own choices.  <b>H4</b> - Recognising how images in the media do not always reflect reality.  <b>H5</b> - Setting simple but challenging goals.  <b>H16</b> - Exploring what is meant by the term habit and why habits can be hard to change.</p> <p><b><u>Knowledge and Skills</u></b>  Can identify what affects their physical and mental health. <b>(H1, H12)</b>  Can understand what a balanced diet includes. <b>(H2)</b>  Can recognise what might influence our choices to have a 'balanced lifestyle.' <b>(H3, H16)</b>  Can identify how images in the media don't always reflect reality. <b>(H4, L7, L18)</b>  Can identify their strengths and suggest areas for improvement. <b>(H5)</b></p>

**Spring 2 Coverage**

**Being Responsible**

**L1** - Research, discuss and debate topical issues.

**L2** - Identify why rules are needed in different situations.

**L3, L4** - Understanding that there are human rights to protect everyone.

**L5** - To understand there are some cultural practices against British law.

**L7** - Explore rights and responsibilities at home, school, community and the environment.

**L7** - Develop skills to carry out responsibilities.

**L8** - Explore others' points of view.

**L9** - Explore what being part of a community means and how they belong.

**Knowledge and Skills**

Can take part in a debate or topical issue and confidently share their point of view. **(L1)**

Can explain why rules and laws are needed in different situations. **(L2)**

Can identify that people have basic human rights and they are there to protect everyone. **(L3, L4, L5)**

Can identify the different rights and responsibilities at school, home and community and the skills they need. **(L7)**

Can identify and demonstrate strategies to resolve differences. **(L8)**

Can demonstrate respect and show tolerance towards people different from themselves. **(L8)**

Can identify groups to which they belong. **(L9)**

Can understand what being part of a community means and the local and national groups that support them. **(L9, L10)**

**Summer 1 Coverage**

**Relationships**

**R2** - Recognising what a healthy relationship is.

**R3** - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.

**R4** - Recognising different types of relationship, including those between acquaintances, friends, relatives and families.

**R5, R6** - Understanding the true meaning behind civil partnerships and marriage.

**R12** - Resolving conflicts.

**R20** - Recognising that forcing anyone to marry is a crime.

**R21** - Understanding about confidentiality and about times when it is necessary to break a confidence.

**Knowledge and Skills**

Can identify skills to maintain and form good relationships. **(R2)**

Can identify the difference between a healthy and an unhealthy relationship. **(R2, R3)**

Can recognise different types of relationships. **(R4, R5, R6, R19)**

Can identify strategies to resolve conflicts. **(R12)**

Can understand that forcing anyone to marry is a crime. **(R20)**

Can identify what kind of physical contact is acceptable/unacceptable and how to respond appropriately. **(R8, R21)**

**Summer 2 Coverage**

**Difference and Diversity**

**R10** - Identifying how to listen and respond respectfully to a wide range of people.

**R13** - Recognising the factors that make people the same or different.

**R14** - Recognising the nature and consequences of discrimination.

**R16** - Recognising and challenging stereotypes.

**R17** - Understanding the correct use of the terms sex, gender identity and sexual orientation.

**Knowledge and Skills**

Can work collaboratively and co-operatively. **(R10)**

Can demonstrate that they can be kind and respectful to others. **(R10, R21)**

Can listen to others' points of view and respond appropriately. **(R10, R11)**

Can identify how to recognise and challenge stereotypes. **(R16)**

Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.' **(R13, R17)**

Can identify the consequences of teasing, bullying and discrimination. **(R14)**

Year 6	Subject: PSHE	
<p><b><u>Autumn 1 Coverage</u></b>  <b>Being Me</b>  <b>L7</b> - Exploring different kinds of responsibilities at school and in the community.  <b>L9</b> - Identifying what being part of a community means.  <b>R13</b> - Identifying that differences and similarities between people arise from a number of factors.</p> <p><b><u>Knowledge and Skills</u></b>  Can identify the different rights and responsibilities at school, home and community and the skills they need. <b>(L7)</b>  Can identify groups to which they belong. <b>(L9)</b>  Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.' <b>(R13, R17)</b></p>	<p><b><u>Autumn 2 Coverage</u></b>  <b>Being Safe</b>  <b>H2</b> - Understanding how to make informed choices.  <b>H10</b> - Exploring how to recognise, predict and assess risks in different situations.  <b>H11</b> - Understanding that increased independence brings increased responsibility to keep themselves safe.  <b>H15</b> - Explaining how rules can keep them safe.  <b>H15</b> - Identifying where and how to get help.  <b>H16</b> - Understanding the term 'habit.'  <b>H21</b> - Developing strategies for keeping physically and emotionally safe in different situations.  <b>H22</b> - Understanding the importance of protecting information particularly online.  <b>H23, H24, H25</b> - Understanding how to become digitally responsible.</p> <p><b><u>Knowledge and Skills</u></b>  Can understand what a balanced diet includes. <b>(H2)</b>  Can recognise, predict and manage risks in different situations. <b>(H9, H10, H14)</b>  Can explain how their actions have consequences for themselves and others. <b>(H11, H13)</b>  Can identify safety rules and where to get help. <b>(H15, H23)</b>  Can identify substances/drugs that are legal/illegal and identify the risks. <b>(H16, H17)</b>  Can describe hazards that may exist in their environment and describe strategies to keep them safe. <b>(H21)</b>  Can describe strategies for keeping safe and being responsible. <b>(H22, H24, H25)</b></p>	<p><b><u>Spring 1 Coverage</u></b>  <b>Money Matters</b>  <b>L13</b> - Understand how finance plays an important part in people's lives.  <b>L13</b> - Understanding about being a critical consumer.  <b>L14</b> - Developing an understanding of the concepts of interest, loan, debt and tax.  <b>L15</b> - Identifying how resources are allocated and the effects on individuals, communities and the environment.  <b>L16</b> - Developing enterprise skills.  <b>L18</b> - Critiquing how social media presents information.  <b>R15</b> - Recognising and managing dares.</p> <p><b><u>Knowledge and Skills</u></b>  Can explain how to be a critical consumer. <b>(L13, L14)</b>  Can suggest ways of protecting their environment and improving their community. <b>(L15)</b>  Can demonstrate their enterprise skills. <b>(L16)</b></p>
<p><b><u>Spring 2 Coverage</u></b>  <b>Drug Education</b>  <b>H2</b> - Knowing how to make informed choices.  <b>H10, H17</b> - Identifying a range of drugs/substances and assessing some of the risks/effects.</p>	<p><b><u>Summer 1 Coverage</u></b>  <b>Growing Up</b>  <b>H4</b> - Exploring how images in the media and online do not always reflect reality.  <b>H6</b> - Identify the intensity of feelings.</p>	<p><b><u>Summer 2 Coverage</u></b>  <b>Changes</b>  <b>H6</b> - Explaining intensity of feelings.  <b>H6</b> - Exploring and managing the difficult emotions.  <b>H7</b> - Acknowledging and managing change positively.</p>

<p><b>H13</b> - Identifying influences and when an influence becomes a pressure.  <b>H14</b> - Developing skills of how to ask for help.  <b>H15</b> - Identify basic emergency procedures.  <b>H16</b> - Understanding the term 'habit' and why habits can be hard to change.</p> <p><b>Knowledge and Skills</b>  Can understand what a balanced diet includes. <b>(H2)</b>  Can recognise, predict and manage risks in different situations. <b>(H9, H10, H14)</b>  Can identify substances/drugs that are legal/illegal and identify the risks.  <b>(H16, H17)</b>  Can explain how their actions have consequences for themselves and others.  <b>(H11, H13)</b>  Can identify safety rules and where to get help. <b>(H15, H23)</b></p>	<p><b>H7</b> - Recognising conflicting feelings.  <b>H12</b> - That simple hygiene routine can prevent the spread of bacteria.  <b>H13</b> - Identify pressures and influences.  <b>H18</b> - Understanding changes that happen at puberty.  <b>H19</b> - Understanding what puberty and human reproduction is.  <b>R2</b>- Identifying qualities of a healthy relationship  <b>R5</b> - About committed loving relationships.  <b>R13</b> - About differences and similarities between people, but understand everyone is equal.  <b>L1</b> - Debate topical issues.</p> <p><b>Knowledge and Skills</b>  Can identify how images in the media don't always reflect reality. <b>(H4, L7, L18)</b>  Can name and identify a range of feelings. <b>(H6)</b>  Can use strategies to help manage their emotions. <b>(H7)</b>  Can identify what affects their physical and mental health. <b>(H1, H12)</b>  Can explain how their actions have consequences for themselves and others.  <b>(H11, H13)</b>  Can identify physical/emotional changes during puberty. <b>(H18)</b>  Can explain what human reproduction is. <b>(H19)</b>  Can identify skills to maintain and form good relationships. <b>(R2)</b>  Can recognise different types of relationships. <b>(R4, R5, R6, R19)</b></p>	<p><b>H8</b> - Managing transition to secondary school.  <b>H8</b> - Exploring and managing loss, separation, divorce and bereavement.  <b>H14</b> - Practising asking for help and knowing where to go for help.</p> <p><b>Knowledge and Skills</b>  Can name and identify a range of feelings. <b>(H6)</b>  Can use strategies to help manage their emotions. <b>(H7)</b>  Can identify positive ways to face new challenges such as transition. <b>(H8)</b>  Can recognise, predict and manage risks in different situations. <b>(H9, H10, H14)</b></p>
--	---	--