



Progression of Knowledge and Skills Overview

Curriculum lead: Mrs K. Hirst

Subject: PSHE

Core theme	Year 1	Year 2	Year 3	Year 4
Health and wellbeing	<p>* Children can make simple choices about some aspects of their health and wellbeing and knows what keeps them healthy.</p> <p>*Children can talk about what they like and dislike and good and not so good feelings.</p> <p>* Children can explain ways of keeping clean and can name the main parts of body (including external genitalia)</p> <p>*Children can talk about the harmful aspects of some household products and medicines.</p> <p>*Children can describe ways of keeping safe in the environment and online.</p>	<p>*Children can make choices about a wider range of their health and wellbeing and be more confident in their understanding of what keeps them healthy.</p> <p>*Children can recognise what they like and dislike and can see that their choices can have good and not so good consequences.</p> <p>* Children can explain ways of keeping clean and can name the main parts of body (including external genitalia). They can describe some of the changes as people grow from young to old.</p> <p>*Children can describe more confidently their knowledge of the harmful aspects of household products and medicines.</p> <p>*Children can identify ways to keep safe in a variety of different situations including road, fire, water and online safety.</p>	<p>*Children can make choices about how to develop healthy lifestyles and they understand the importance of a balanced diet.</p> <p>*Children can talk about what positively and negatively affects their physical, mental and emotional health.</p> <p>*Children can explain that bacteria and viruses can affect health and follow simple routines to reduce their spread.</p> <p>*Children can describe which, why and how commonly available substances and drugs can damage their immediate and future health (smoking)</p> <p>*Children can identify the risks in different familiar situations. They can identify how to keep safe in the environment and online.</p>	<p>*Children can understand the term 'balanced lifestyle'. They can develop the skills to make their own choices about food and understand what might influence their choices.</p> <p>*Children can recognise how images in the media and online can affect how people feel about themselves.</p> <p>*Children can explain school rules about health and safety, basic emergency aid procedures and where and how to get help.</p> <p>*Children can list commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these (alcohol)</p> <p>*Children can develop strategies for keeping physically and emotionally safe in a variety of different situations. Also includes cycle safety - Bike ability programme and online safety.</p>



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	* Children begin to talk about change and loss and the feelings associated with this.	* Children can confidently talk about change and loss and the feelings associated with this.	*Children begin to explore change, including transitions, loss, separation, divorce and bereavement.	*Children can confidently talk about change, including transitions, loss, separation, divorce and bereavement.
Relationships	<p>* Children can identify and name some feelings and express some of their positive qualities.</p> <p>*Children can share their views with others.</p> <p>*Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>*Children can identify special people and what makes them special.</p> <p>*Children can identify the difference between secrets and surprises.</p> <p>*Children can judge what kind of physical contact is acceptable/unacceptable,</p>	<p>* Children can identify, name and manage a wider range of feelings and express with confidence their positive qualities.</p> <p>*Children can share their views and opinions and reasons with others.</p> <p>*Children can understand simple definitions of bullying and describe why it is wrong. They have simple strategies for dealing with it.</p> <p>*Children can identify special people, what makes them special and how they should care for one another.</p> <p>*Children can identify the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, anxious or afraid.</p> <p>*Children can judge what kind of physical contact is acceptable/unacceptable,</p>	<p>*Children can demonstrate they can recognise their own worth and that of others.</p> <p>*Children can express their views and listen to those of others, sometimes needing reminders about showing respect for the views of others.</p> <p>*Children can with support, describe the nature and consequences of bullying and can express ways of responding to it.</p> <p>*Children can recognise what a positive, healthy relationship is.</p> <p>*Children can explain 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>*Children can judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>	<p>*Children can demonstrate they can recognise their own worth and that of others and are able to face new challenges.</p> <p>*Children can confidently express their views and listen to the views of others.</p> <p>*Children can describe the nature and consequences of bullying and can express ways of responding to it.</p> <p>*Children can recognise what a positive, healthy relationship is and develop the skills to form and maintain these.</p> <p>*Children can explain 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'. (revision)</p> <p>*Children can judge what kind of physical contact is acceptable or unacceptable and how to respond. (revision)</p>



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	comfortable/uncomfortable, and how to respond.	comfortable/uncomfortable, and how to respond. (revision)		
Living in the wider world	<p>*Children can agree and follow rules for their group and classroom, and understand how rules help them.</p> <p>*Children understand that they belong to various groups and communities such as family and school.</p> <p>*Children can understand that people and other living things have needs and that they have responsibilities to meet them. They understand what improves and what harms their local environment.</p>	<p>*Children can contribute ideas for class rules and refer to rules in the context of theirs and others behaviour.</p> <p>*Children can describe more confidently the different groups and communities they belong to and contribute actively to life of the class and the school.</p> <p>*Children can understand what improves and what harms their local environment, what can be done and take more responsibility for looking after them.</p> <p>*Children can name a variety of sources that money comes from and use the terms spending and saving.</p>	<p>*Children can understand how and why rules are made and enforced, why different rules are needed in different situations.</p> <p>*Children can understand what being part of a community means.</p> <p>*Children can, understand that they have different responsibilities, rights and duties at home, at school, in the community and towards the environment.</p>	<p>*Children can confidently understand how and why rules are made and enforced, why different rules are needed in a variety of different situations.</p> <p>*Children can understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe with support, some of the different values and beliefs in society.</p> <p>*Children can, understand that they have different responsibilities, rights and duties at home, at school, in the community and towards the environment. They continue to develop the skills to exercise these responsibilities.</p> <p>*Children can understand the role that money plays in their own and others' lives. They have an initial concept of the terms 'interest', 'loan', 'debt' and tax.</p>