

PSHE/RSHE Progression of Skills and Knowledge



EYFS	Three and four year olds		Three and four year olds		Three and four year olds	
	Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset		Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions Seeks out companionship with adults and other children, sharing experiences and play ideas		Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play	
	Children in Reception		Children in Reception		Children in Reception	
	Shows confidence in choosing resources and perseverance in carrying out a chosen activity Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others		Talks about their own and others' feelings and behaviour and its consequences Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise Is proactive in seeking adult support and able to articulate their wants and needs		Work and play cooperatively and take turns with others Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships- Family and Friendship	Recognising feelings in self and others; sharing feelings; conventions of courtesy and manners (seeking permission)	Behaviour; bodies and feelings can be hurt; feeling lonely and getting help	Recognising feelings in others; responding to how others are feeling	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Responding to feelings in others; managing friendships and peer influence	Confidentiality and when to break a confidence; managing dares; recognising and managing pressure; consent in different situations
Relationships- Safe relationships	Secrets and keeping safe; special people in their lives; the importance of family and friendships	Listening to others and playing co-operatively; appropriate and inappropriate touch; teasing and bullying; managing secrets; resisting pressure Recognising what they are good at; setting goals	Importance of positive, healthy, stable relationships and friendships (online and offline); how to maintain friendship; actions affect ourselves and others; working collaboratively; what makes a family- features of family life	Benefits of healthy relationships/ friendships; acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers; importance of self-respect and requirements to respect others	Actions have consequences; working collaboratively; negotiation and compromise; giving feedback; seeking permission; characteristics of healthy family life/ friendships	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed, loving relationships; marriage and civil partnership as a legally recognised

						commitment Acceptable and unacceptable physical touch; personal boundaries and the right to privacy
Relationships- Respecting ourselves and others	Respecting similarities and differences in others; respecting family diversity; sharing views and ideas	The importance of respecting similarities and differences in others; sharing views and ideas	Personal boundaries; safely responding to others; the impact of hurtful behaviour; recognising types of bullying and responding to bullying (how to get help) - this includes cyber bullying	How to keep safe in the local area and online (appropriate boundaries); people who help them stay healthy and safe (asking for help and reporting feeling unsafe and abuse)	Responding respectfully to a wide range of people; recognising prejudice and discrimination; listening to others; raise concern and challenge	Respecting others and respecting others points of view; including discussing topical issues; listening to others; raise concerns and challenge What makes people the same or different; recognising and

						challenging stereotypes; discrimination and bullying
Health and Wellbeing - Physical health and mental wellbeing	What helps keep bodies healthy; hygiene routines, food and exercise, sun safety	Healthy choices, why sleep is important, keeping teeth healthy; different feelings; managing feelings	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Listen and respond effectively to people; share points of view; respecting differences and similarities- discussing difference sensitively	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; healthy sleep habits; different influences on food; skills to make choices; vacations, immunisation and allergies	What effects mental health and how to take care of it; manage change- loss and bereavement; managing time online; images in the media and reality; how this can affect how people feel; risks and effects of drugs - law and media

<p>Health and Wellbeing - Growing and changing</p>	<p>Recognise what they are good at (what makes them unique and special); setting goals. change and loss and how it feels</p>	<p>Growing; changing (human development from birth to old age) and being more independent; correct names for body parts (including external genitalia); your body belongs to you</p>	<p>Recognising what they are good at; setting goals. personal strength and achievements; managing and reframing setbacks</p> <p>Describing feelings; conflicting feelings and how to manage feelings</p>	<p>Recognise what they are good at; setting goals.</p> <p>Key facts about the changing body and puberty -physical and emotional changes (human development from birth to old age) facts about menstrual cycle and menstrual wellbeing</p> <p>Changes that happen in life and feelings associated with change</p>	<p>Recognising what they are good at; setting goals; aspirations; personal identity; individuality and different qualities</p> <p>Intensity of feelings; managing complex feelings.</p> <p>Coping with change and transition; bereavement and grief</p>	<p>Recognising what they are good at; setting goals; aspirations.</p> <p>Changes at puberty- recap from previous years (human development from birth to old age); human reproduction (how a baby is conceived and born); roles and responsibilities of parents</p>
<p>Health and Wellbeing- Keeping Safe</p>	<p>Keeping safe around household products; how to respond to adults you don't know; how to ask for help if worried about something. How rules and age restrictions help us; keeping safe online</p>	<p>Keeping safe in different situations (people can behave differently online); how to ask for help if they are worried about something (how to recognise situations and how to seek advice) ; privacy in different contexts (what privacy means)</p>	<p>School rules on health and safety (including rules for keeping safe online); basic emergency aid; people who help them stay healthy and safe; risks and hazards- safety in the local environment and unfamiliar places</p>	<p>What makes a balanced lifestyle and making choices; oral hygiene and dental care; drugs common to everyday life; hygiene and germs</p>	<p>Strategies for managing personal safety (where to get help and advice) in the local environment; what to do in an emergency; first aid</p>	<p>Independence; increased responsibility; keeping safe (personal information); influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); responsible for their health and safety; where to get help and advice</p>

		<p>Risk and safety at home; what to do in an emergency</p>				
<p>Living in the Wider World - Belonging to a community</p>	<p>Group and class rules; everybody is unique in some ways and the same in others; looking after the local environment (cross project with year 2)</p>	<p>Group and class rules; respecting their own and other's needs; groups and communities they belong to; people who work in the community; getting help in an emergency; looking after the local environment</p>	<p>The values of rule and laws: rights, freedom and responsibilities Discuss and debate health and wellbeing issues. Being part of a community and who works in the community</p>	<p>What makes a community: shared responsibilities Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world</p>	<p>Different rights; responsibilities and duties; protecting the environment, compassion towards others Discuss and debate health and wellbeing issues. Rules and laws; changing</p>	<p>Discuss and debate health and wellbeing issues. Human rights; the rights of the child; cultural practise and British law. Being part of a community; groups that support communities. How resources are</p>

		(cross project with year 1)		Sustainability of the environment across the world	rules and laws; antisocial behaviour; respecting and resolving difference	allocated; effect of this on individuals, communities and environment.
Living in the Wider World - Media literacy and digital resilience	Using the internet and digital devices; communicating online	The internet in everyday life; online content and information	How the internet is used; assessing information online	How data is shared and used	Online safety- including sharing images, mobile phone safety and how information is used and shared; how information is targeted; different media types- their role and impact	Evaluating media sources; sharing things online; how to critically consider online content
Living in the Wider World - Money and Work	Where money comes from; how to use money- saving and spending money	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved	Different jobs and skills; job stereotypes; setting personal goals Enterprise; what it means; developing skills in enterprise (cross project with year 6)	Role of money; managing money (saving and budgeting); what is meant by interest and loan	Identifying job interests and aspirations; what influences carer choices; workplace stereotypes; importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt; management of money; tax	Influences and attitudes to money; money and financial risks Enterprise; what it means; developing skills in enterprise (cross project with year 3)