



Progression of Knowledge and Skills in PSHE



Strand	Year 3	Year 4	Year 5	Year 6
<p>Citizenship</p> <p>(Autumn 1)</p>	<p>Knowledge:</p> <p>To understand the UN Convention on the Rights of the Child.</p> <p>To understand how recycling can have a positive impact on the environment.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand some of the consequences of breaking rules. To understand the role of charities in the community.</p> <p>Skills:</p> <p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Identifying local community groups and discussing how these support the community</p>	<p>Knowledge:</p> <p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that reusing items is of benefit to the environment.</p> <p>To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>To know that there are a number of groups which make up the local community.</p> <p>Skills:</p> <p>Discussing how we can help to protect human rights. Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community</p>	<p>Knowledge:</p> <p>To know what happens when someone breaks the law.</p> <p>To understand the waste hierarchy.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p> <p>Skills:</p> <p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p> <p>Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Identifying ways people can bring about change in society.</p>	<p>Knowledge:</p> <p>To know that education is an important human right.</p> <p>To know that our food choices can affect the environment.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors.</p> <p>Skills:</p> <p>Learning about environmental issues relating to food.</p> <p>Discussing how education and other human rights protect us.</p> <p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>

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<p>Families and Relationships</p> <p>(Autumn 2)</p>	<p>Knowledge:</p> <p>To know that I can talk to trusted adults or services such as Childline if I experience family problems.</p> <p>To know that bullying can be physical or verbal.</p> <p>To know that bullying is repeated, not a one off event.</p> <p>To know that violence is never the right way to solve a friendship problem.</p> <p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>To know the signs of a good listener.</p> <p>To understand how to listen carefully and why listening is important.</p> <p>To understand that there are similarities and differences between people.</p> <p>To understand some stereotypes related to age.</p> <p>Skills:</p> <p>Learning that problems can occur in families and that there is help available if needed.</p> <p>Exploring ways to resolve friendship problems.</p> <p>Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Identifying who I can trust.</p> <p>Learning about the effects of non verbal communication.</p> <p>Exploring the negative impact of stereotyping.</p>	<p>Knowledge:</p> <p>To know that families are varied in the UK and across the world.</p> <p>To understand the different roles related to bullying including victim, bully and bystander.</p> <p>To understand that everyone has the right to decide what happens to their body.</p> <p>To understand the courtesy and manners which are expected in different scenarios.</p> <p>To understand some stereotypes related to disability.</p> <p>To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</p> <p>Skills:</p> <p>Using respectful language to discuss different families.</p> <p>Exploring physical and emotional boundaries in friendships.</p> <p>Exploring how my actions and behaviour can affect other people.</p> <p>Discussing how to help someone who has experienced a bereavement.</p>	<p>Knowledge:</p> <p>To know that marriage is a legal commitment and is a choice people can make.</p> <p>To know that if I have a problem, I can call ChildLine on 0800 1111.</p> <p>To know what attributes and skills make a good friend.</p> <p>To understand what might lead to someone bullying others.</p> <p>To know what action a bystander can take when they see bullying.</p> <p>To understand that positive attributes are the good qualities that someone has.</p> <p>To know that stereotypes can be unfair, negative and destructive. T</p> <p>To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</p> <p>Skills:</p> <p>Identifying ways families might make children feel unhappy or unsafe.</p> <p>Exploring the impact that bullying might have.</p> <p>Exploring issues which might be encountered in friendships and how these might impact the friendship.</p> <p>Exploring and questioning the assumptions we make about people based on how they look.</p> <p>Exploring our positive attributes and being proud of these (self-respect).</p>	<p>Knowledge:</p> <p>To know that a conflict is a disagreement or argument and can occur in friendships.</p> <p>To understand the concepts of negotiation and compromise.</p> <p>To understand what respect is.</p> <p>To understand that everyone deserves respect but respect can be lost.</p> <p>To understand that stereotypes can lead to bullying and discrimination.</p> <p>To understand that loss and change can cause a range of emotions.</p> <p>To know that grief is the process people go through when someone close to them dies.</p> <p>Skills:</p> <p>Identifying ways to resolve conflict through negotiation and compromise.</p> <p>Discussing how and why respect is an important part of relationships.</p> <p>Identifying ways to challenge stereotypes.</p> <p>Exploring the process of grief and understanding that it is different for different people.</p>

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<p>Economic Wellbeing</p> <p>(Spring 1)</p>	<p>Knowledge:</p> <p>To understand that there are different ways to pay for things.</p> <p>To know that budgeting money is important.</p> <p>To understand that there are a range of jobs available.</p> <p>To understand that some stereotypes can exist around jobs but these should not affect people's choices.</p> <p>Skills:</p> <p>Discussing the range of feelings which money can cause.</p> <p>Discussing the different attitudes people have to money.</p> <p>Exploring the impact our spending can have on other people.</p> <p>Considering the advantages and disadvantages of different payment methods.</p>	<p>Knowledge:</p> <p>To know that money can be lost in a variety of ways.</p> <p>To understand the importance of tracking money.</p> <p>To know that many people will have more than one job or career in their lifetimes.</p> <p>Exploring ways to overcome stereotypes in the workplace.</p> <p>Skills:</p> <p>Exploring the factors which affect whether something is value for money.</p> <p>Discuss some impacts of losing money.</p> <p>Identifying negative and positive influences that can affect our career choices.</p>	<p>Knowledge:</p> <p>To know that when money is borrowed it needs to be paid back, usually with interest.</p> <p>To know that it is important to prioritise spending.</p> <p>To know that income is the amount of money received and expenditure is the amount of money spent.</p> <p>To know some ways that people lose money.</p> <p>Skills:</p> <p>Discussing risks associated with money.</p> <p>Making a budget based on priorities.</p> <p>Discussing the role of money in selecting a job.</p> <p>Discussing how income can change and the feelings associated with this.</p>	<p>Knowledge:</p> <p>To understand that there are certain rules to follow to keep money safe in bank accounts.</p> <p>To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.</p> <p>To understand that different jobs have different routes into them.</p> <p>To understand that people change jobs for a number of reasons.</p> <p>To know that banks and organisations such as Citizens' Advice can help with money-related problems</p> <p>Skills:</p> <p>Recognising differences in how people deal with money and the role of emotions in this.</p> <p>Discussing some risks associated with gambling.</p> <p>Identifying jobs which might be suitable for them.</p>

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<p>Health and Wellbeing</p> <p>(Spring 2)</p>	<p>Knowledge:</p> <p>To understand ways to prevent tooth decay.</p> <p>To understand the positive impact relaxation can have on the body.</p> <p>To know the different food groups and how much of each of them we should have to have a balanced diet.</p> <p>To understand the importance of belonging.</p> <p>To understand what being lonely means and that it is not the same as being alone.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p> <p>Skills:</p> <p>Discussing why it is important to look after my teeth.</p> <p>Learning stretches which can be used for relaxation.</p> <p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p> <p>Exploring my own identity through the groups I belong to.</p> <p>Identifying my strengths and exploring how I use them to help others.</p> <p>Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>Knowledge:</p> <p>To know key facts about dental health.</p> <p>To know that visualisation means creating an image in our heads.</p> <p>To know that different job roles need different skills and so some roles may suit me more than others.</p> <p>To know that it is normal to experience a range of emotions.</p> <p>To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>To understand that mistakes can help us to learn.</p> <p>To know who can help if we are worried about our own or other people's mental health.</p> <p>Skills:</p> <p>Developing independence in looking after my teeth.</p> <p>Identifying what makes me feel calm and relaxed.</p> <p>Learning visualisation as a tool to aid relaxation.</p> <p>Exploring how my skills can be used to undertake certain jobs.</p> <p>Explore ways we can make ourselves feel happy or happier.</p> <p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Developing a growth mindset.</p>	<p>Knowledge:</p> <p>To understand the risks of sun exposure.</p> <p>To know that relaxation stretches can help us to relax and de-stress.</p> <p>To know that calories are the unit that we use to measure the amount of energy certain foods give us.</p> <p>To know that what we do before bed can affect our sleep quality.</p> <p>To understand what can cause stress.</p> <p>To understand that failure is an important part of success.</p> <p>Skills:</p> <p>Developing independence for protecting myself in the sun.</p> <p>Understanding the relationship between stress and relaxation.</p> <p>Considering calories and food groups to plan healthy meals.</p> <p>Developing greater responsibility for ensuring good quality sleep.</p> <p>Taking responsibility for my own feelings.</p>	<p>Knowledge:</p> <p>To understand that vaccinations can give us protection against disease.</p> <p>To know that changes in the body could be possible signs of illness.</p> <p>To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</p> <p>To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</p> <p>To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).</p> <p>To know the effects technology can have on mental health.</p> <p>Skills:</p> <p>Considering ways to prevent illness.</p> <p>Identifying some actions to take if I am worried about my health or my friends' health.</p> <p>Identifying a range of relaxation strategies and situations in which they would be useful.</p> <p>Exploring ways to maintain good habits.</p> <p>Setting achievable goals for a healthy lifestyle.</p> <p>Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.</p>

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<p>Safety and the changing body</p> <p>(Summer 1)</p>	<p>Knowledge:</p> <p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the signs that an email might be fake.</p> <p>To know the rules for being safe near roads.</p> <p>To understand that other people can influence our choices.</p> <p>To know that bites or stings can sometimes cause an allergic reaction.</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p> <p>Skills:</p> <p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Beginning to recognise unsafe digital content.</p> <p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p> <p>Learning what to do in a medical emergency, including calling the emergency services.</p>	<p>Knowledge:</p> <p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p> <p>To understand the risks associated with smoking tobacco.</p> <p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p> <p>To know that asthma is a condition which causes the airways to narrow.</p> <p>Skills:</p> <p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.</p> <p>Discussing the benefits of being a non-smoker.</p> <p>Discussing some physical and emotional changes during puberty.</p> <p>Learning how to help someone who is having an asthma attack.</p>	<p>Knowledge:</p> <p>To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>To know some of the possible risks online.</p> <p>To know some strategies I can use to overcome pressure from others and make my own decisions.</p> <p>To understand the process of the menstrual cycle.</p> <p>To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>To know that puberty happens at different ages for different people.</p> <p>To know how to assess a casualty's condition.</p> <p>Skills:</p> <p>Developing an understanding of how to ensure relationships online are safe.</p> <p>Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.</p> <p>Learning about how to help someone who is bleeding.</p>	<p>Knowledge:</p> <p>To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>To know where to get help with online problems.</p> <p>To understand the risks associated with drinking alcohol.</p> <p>To understand how a baby is conceived and develops.</p> <p>To know how to conduct a primary survey (using DRABC).</p> <p>Skills:</p> <p>Developing an understanding about the reliability of online information.</p> <p>Exploring online relationships including dealing with problems.</p> <p>Discussing the reasons why adults may or may not drink alcohol.</p> <p>Discussing problems which might be encountered during puberty and using knowledge to help.</p> <p>Learning how to help someone who is choking.</p> <p>Placing an unresponsive patient into the recovery position.</p>

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Identity (Y6 only) (Summer 2)	Knowledge: Skills:	Knowledge: Skills:	Knowledge: Skills:	Knowledge: To know that identity is the way we see ourselves and also how other people see us. Skills: Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity.
Transition (Summer 2)	Knowledge: To understand that change often brings about more opportunities and responsibilities. Skills: Learning strategies to deal with change.	Knowledge: To know that setting goals can help us to achieve what we want. Skills: Recognising our own achievements. Being able to set goals.	Knowledge: To understand the skills needed for roles in school. Skills: Recognising own skills and how these can be developed.	Knowledge: To know that a big change can bring opportunities but also worries. Skills: Exploring a greater range of strategies to deal with feelings associated with change.