



PSHCE Knowledge Progression

Reception

	Autumn	Spring	Summer
Reception Year ELG (Bold) Self-Regulation/Managing self / Building relationships	<ul style="list-style-type: none"> • To know that they are valuable individuals: All about me boxes • To know how to build constructive and respectful relationships • To know how to express their feelings and consider the feelings of others • To know how to moderate their own feelings socially and emotionally <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. Learning the class routines and school rules: ready, respectful and safe. Bonfire safety, cooking safety</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. How to keep healthy: managing own hygiene e.g. hand washing, catching sneezes.</p> <p>Form positive attachments to adults and friendships with peers. To know how to respect 'big friends' and form appropriate relationships.</p>	<ul style="list-style-type: none"> • To know that they are valuable individuals • To know how to build constructive and respectful relationships • To know how to express their feelings and consider the feelings of others • To know how to moderate their own feelings socially and emotionally <p>Explain the reasons for rules, know right from wrong and try to behave accordingly: Fire safety awareness- visit from the fire brigade Food preparation safety: Easter biscuits</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food To know it is important to have a balanced diet e.g. rainbow kebabs</p> <p>To know the reasons for rules, know right from wrong and try to behave accordingly. To know and understand what the rules are when attending school trips e.g. Hampton Court</p>	<ul style="list-style-type: none"> • To know that they are valuable individuals • To know how to build constructive and respectful relationships • To know how to express their feelings and consider the feelings of others • To know how to moderate their own feelings socially and emotionally <p>Manage their own basic hygiene and personal needs, including dressing...e.g. Dressing and undressing ourselves for swimming.</p>



	Unit of study 1	Unit of study 2	Unit of study 3	Unit of study 4	Unit of study 5	Unit of study 6
Year 1	<p>Relationships: Families and Close positive relationships Safe relationships To know about the roles different people have in our lives To identify the people who love and care for them To know about different types of families and to understand that no two families are the same To know who to speak to if something or someone in their family makes them sad or upset To know what Childline is and how to access the number.</p> <p>Health and Wellbeing: Ourselves growing and changing To know what makes us special, what we are good at, what we like and dislike To know that we all have different strengths</p>	<p>Relationships Close and positive relationships, Friendships Managing hurtful relationships and bullying Respecting self and others To know that bodies and feelings can be hurt by words and actions To know how people may feel if they experience hurtful behaviour or bullying in real life and online To know the roles that technology play in our lives To know that the way we are towards other people can make them feel happy or sad (fill/dip their buckets) To know that we have responsibility for our actions and words To know who and how to ask for help</p>	<p>Health and wellbeing: Keeping safe in winter To know the dangers of ice and cold and recognise the dangers on our physical wellbeing To know who to call in an emergency (999)</p> <p>Living in a wider world: Media Literacy and Digital Resilience: To know how to Keep Safe online To know not everything online is true To know not to share a password To understand that they treat others online as they would treat people in real life To know who to talk to if unsure (see computer planning)</p>	<p>Healthy Lifestyles, Physical Wellbeing/ Mental Health To know how to keep themselves healthy To know that simple hygiene routines can stop germs from spreading To know that medicines can help to keep you healthy To know that sleep/ teeth cleaning, a healthy diet is important for physical wellbeing To know that health and Hygiene is important for our mental and physical wellbeing To know that it is important to wash, clean teeth, sleep etc daily</p>	<p>Health and wellbeing, Mental Health To recognise and know how it feels to be Angry/ Happy/ Sad/ Scared and how to deal with these emotions. To know how to change one's mind set/ mood or calm down To know how to change those feelings and who to go to for help and how to ask for help</p> <p>Keeping safe in summer To know that sunscreen, water, hats etc are essential in staying hydrated and safe in the summer months To know how to recognise the signs and feelings of anger To know how to calm down and prevent the feelings the next time</p>	<p>Living in a wider world: shared responsibilities/ communities To know about British Values and rules and why they are needed To know that recycling, saving water and energy is good for the environment To know that we have different needs and caring for ourselves and others.</p> <p>Living in a wider world: Economic wellbeing To know that there are different jobs that can be done by all people eg Emilia Earhart</p> <p>Health and Wellbeing: Ourselves growing and changing To know what to expect from moving to year 2 To know how to deal with the emotions and who to ask</p>



	<p>To know who can help us when things are difficult</p> <p>To know the different parts of the body including external genitalia</p> <p>Living in a wider world: communities</p> <p>To know about different roles people have in our communities</p> <p>To recognise how we are the same/ different as others</p> <p>To know and celebrate that all families are different and that every family is special</p> <p>To know who is in their family</p> <p>To understand what family means</p>					<p>To know that any job is possible regardless of gender</p> <p>To know that there is a life beyond technology and social media</p>
<p>Year 2</p>	<p>Health and wellbeing</p> <p>To know about the different feelings that humans can feel.</p> <p>To know how to manage feelings when things become difficult.</p> <p>To know when to ask for help with feelings and how to ask for it.</p> <p>To know how to calm themselves down and</p>	<p>Relationships</p> <p>To know how to make and manage friendships.</p> <p>To know how to treat themselves and others with respect.</p> <p>To recognise the feelings of others.</p> <p>To know that people feel different things at different times.</p> <p>To know about ways of sharing feelings and</p>	<p>Water Safety</p> <p>To know how to keep safe in the sun and protect skin from sun damage.</p> <p>To know what everyday heroes are.</p> <p>To know who the RNLI are and that they or the coastguard will help when there is danger on the coast.</p> <p>To know the dangers of water.</p>	<p>Health and Wellbeing</p> <p>To know what a healthy lifestyle is.</p> <p>To know which food keeps us healthy and why.</p> <p>To know what the main food groups are and what they are useful for in our bodies.</p> <p>To know why eating too much sugar is not healthy.</p>	<p>Fire Safety</p> <p>To know about the key actions required for fire safety.</p> <p>To know about how to keep safe at home (including around electrical appliances) and fire safety (e.g., not playing with matches and lighters).</p> <p>To know what to do in a fire.</p>	<p>Rights and Responsibilities</p> <p>To know that money comes from different sources and can be used for different purposes.</p> <p>To know what humans need.</p> <p>To know that every child matters equally.</p> <p>To know what is fair and unfair, kind and</p>



	<p>to change moods to become manageable. To know why sleep is important and the different ways to rest and relax. To know that mistakes are a part of learning. To know that I can reflect and learn from my experiences. To know the importance of self-respect and self-kindness and how this is linked to my happiness. To know and understand what perseverance is. To know strategies that help me persevere.</p>	<p>use a range of words to describe them. To know that everyone experiences negative emotions and experiencing these do not make me a bad person. To know why time for reflection is important. To know what strategies help me to calm down. To know what is fair/unfair, right/ wrong and kind/ unkind. To know and respect what is similar and different between me and my friends.</p>	<p>To know how to get help in an emergency (how to dial 999 and what to say) To know why it is important to protect our oceans and how it is our responsibility to do so.</p>	<p>To know why it is important to care of our teeth. To know that some household products can be harmful. To know the benefits of going online. To know how to recognise risks, harmful content and contact. To know the rules and principles for keeping safe online. To know the value of the things that I buy. (See also Computing curriculum)</p>	<p>To understand the role of the emergency service in preventing incidents. To know how to keep safe in the sun and protect skin from sun damage (repeated as the weather is changing). To know the basics of fire safety. To know some strategies for dealing with times of change and loss including: moving house, losing toys, pets or friends. To know that there are lots of different relationships in my family and how they are important to me. To know the word community and know what communities I am part of. To know the concepts of saving and spending money. To know that money comes from different sources and know that most people make money through a job.</p>	<p>unkind, what is right and wrong. To know the names of the different parts of the body (including external genitalia) and the differences between boys and girls. To know that pants are private and why. To know what type of physical contact is acceptable/ comfortable/ unacceptable/ uncomfortable and how to respond. To know what to do if I feel unsafe in variety of situations. To know the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret that makes me feel uncomfortable or afraid.</p>
Year 3	<p>New Beginnings To know what makes a good learning environment</p>	<p>Being the Best Me To know how to listen and follow instructions</p>	<p>Worries and Fears To know how to identify worries in ourselves and others</p>	<p>Growth Mindset To understand how participating in a</p>	<p>Valuing Differences To know the male & female body parts</p>	<p>Mental Health & Wellbeing</p>



	<p>To understand how to be welcoming to new class members</p> <p>To know how to identify feelings and emotions in others</p> <p>To identify how it may feel to join a new group and know how to manage our own feelings</p>	<p>To know that rules help us to stay safe, be healthy and happy</p> <p>To identify when it is appropriate to speak and when it isn't</p> <p>To know how to be a good friend</p>	<p>To know who we can ask for help when we have a worry</p> <p>To identify the role of doctors and why we might need to visit them</p> <p>To understand what a Young Carer is and how this role can affect people's wellbeing</p>	<p>community can affect wellbeing</p> <p>To know what a growth mindset is and how it can help us learn in a positive manner</p> <p>To know how to express frustration in a constructive manner and how to find help</p> <p>To know how to give constructive feedback (i.e. two stars and a wish)</p>	<p>To know about some gender stereotypes and how to challenge them</p> <p>To know how to make responsible decisions</p> <p>To understand how our actions can affect the self esteem of others</p> <p>To know and respect the concept of personal space</p>	<p>To understand what is meant by mental health and wellbeing</p> <p>To understand the rights and responsibilities of living things</p> <p>To know how to keep ourselves safe in the wider world, both online and in real life.</p>
Year 4	<p>Getting on and Falling Out: How do we manage our feelings and develop our friendships?</p> <p>I can talk about my likes & hobbies and what makes me unique.</p> <p>To explore ways in which we can support one another and be a good friend (including the importance of respect.)</p> <p>To learn about the different types of bullying, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p>	<p>Getting on and Falling Out: How do we manage our feelings and develop our friendships? Coping with anger.</p> <p>To understand the causes and consequences of anger and of feeling angry.</p> <p>To be able to identify and label our emotions.</p> <p>To reflect on the ways that our behaviour and feelings may affect others.</p> <p>To explore zones of regulation to help us to describe and manage our feelings.</p>	<p>Food safety, healthy eating, allergies, and intolerances, micro-organisms.</p> <p>To understand the importance of a balanced diet.</p> <p>To explain why too much sugar in food and drink is bad To make healthy choices. for you</p> <p>To can read a label for nutritional information</p> <p>To understand food allergies and intolerances</p> <p>To learn why it's important for people with food allergies to read EVERY ingredient label to <i>stay safe</i>.</p> <p>To know the signs of an allergic reaction and what to do to administer 1st aid/keep someone safe .</p> <p>To learn how our immune system protects us from germs and diseases.</p> <p>To be able to describe symptoms of an allergic reaction.</p> <p>I know what anaphylaxis is.</p> <p>To understand what cross-contamination means.</p> <p>To learn how to avoid cross-contamination.</p>	<p>RSE/Growth and change</p> <p>To be aware that people (including themselves) can have a range of feelings. To be able to express those feelings using emotional vocabulary.</p> <p>To explore the human lifecycle</p> <p>To describe the main stages of the human lifecycle.</p> <p>To describe the body changes that happen when a child grows up</p> <p>To understand that someone can experience more than one feeling at a time.</p>	<p>Agents of change: How can I make a difference?</p> <p>NOTE: Some additional knowledge can vary here as each year the children choose on a community action project.</p> <p>To explore the skills and qualities of inspirational people. I can people who are inspirational to me and give reasons.</p> <p>To be able to share my opinion and give reasons as evidence for my opinion.</p> <p>To listen to other people's opinions and</p>	



	<p>To understand that my friends don't have to do what I want to do.</p> <ul style="list-style-type: none"> To explore how successful co-operation requires respect for one another. <p>To discover co-operation through my own and other people's actions.</p> <p>To explore ways to communicate effectively verbally and non-verbally.</p> <p>To understand who might pressure me and how to recognise this.</p> <p>I understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</p> <p>LI To understand why and how rules and laws that protect me and others are made and enforced.</p>	<p>To consider ways to cope with our anger and other strong feelings.</p> <p>To identify the short-term and long-term consequences of feeling angry</p> <p>To recognise different anger styles and identify how these can make me and other people behave.</p> <p>To explore a range of ways to help me and others calm down and manage my feelings.</p> <p>To be able to identify what makes us angry, why and how best to deal with these emotions</p>	<p>To understand why it's important to wash your hands before and after eating/handling food.</p> <p>To know the different ways that infection can spread.</p> <p>I know that washing my hands can help to prevent the spread of infection and illnesses.</p> <p>To know how vaccinations work to keep us from getting ill.</p> <p>To know be able to classify different types of micro-organisms.</p> <p>To identify, bacteria, virus and fungi. To learn about common illnesses such as Covid, chicken pox, colds etc..</p>	<p>To understand that we all have different roles to play in school and at home.</p> <p>To identify some basic facts about puberty</p> <p>To discuss male and female body parts using the agreed words.</p> <p>To know some of the changes which happen to the body during puberty</p> <p>To explore how puberty is linked to reproduction</p> <p>To explain the physical and emotional changes that happen in puberty.</p> <p>To understand that children change into adults so they are able to reproduce</p> <p>To know that respect is important in all relationships including online</p> <p>To be able to explain how friendships can make people feel</p>	<p>respectfully agree, build of challenge, them making sure that I share my reasons for my choices.</p> <p>To understand how people have the power to change the world around them for the better.</p> <p>To identify things that people can do to help to change things that matter to them</p> <p>To identify a need for change in my community.</p> <p>To create an action plan To plan action and carry it out to see actual change.</p> <p>To see the impact that my actions have on other people and places.</p> <p>See also Computing – Online safety</p>
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	<p>To consider the different reasons why people leave their home.</p> <p>To know the definitions of an immigrant, emigrant, refugee and migrant.</p> <p>To reflect how we can support new people in our community.</p>				<p>unhappy or uncomfortable.</p>	
Year 5	<p>Human Rights To understand why rules and laws are enforced. To understand how rules and laws protect us. To understand what human rights and that children have their own special set of rights. To understand the difference between a right and a want.</p>	<p>Diversity and Tolerance. To understand that a diverse group of people make up a community. To understand how to value the contributions people make to society. To understand what discrimination is. To understand the meaning of stereotypes and how they can negatively influence behaviour.</p>	<p>Fairtrade and Enterprise To understand the principles behind fairtrade and appreciate trade links. To understand why Fairtrade was set up.</p>	<p>RSE/Puberty To understand the main changes associated with puberty for boys and girls. To understand that we have no control over these changes. To know the scientific vocabulary and functions of the female and male reproductive body parts. To understand that everyone goes through puberty. To understand who to talk to about puberty.</p>	<p>Democracy To understand the structure of the UK government. To understand how parliament and government do different jobs. To understand how policies and laws are created.</p>	<p>Coping with loss To understand the complexity and normality of emotions and the importance of acknowledging them. To understand that worry is a normal emotion and how to deal with it.</p>
Year 6	<p>Roles and Responsibilities: To understand the relationship between rights and responsibilities. To know that we all have shared responsibilities for</p>	<p>Money- what's it actually worth? To know different ways to pay for things and the choices people have about this. To know that people have different attitudes towards saving and spending</p>	<p>RSE/healthy lifestyles- How to keep ourselves safe and well? To know what a risk/risky behaviour is. To know basic techniques for resisting pressure to do something dangerous, unhealthy</p>	<p>Healthy lifestyles To know the elements of a balanced, healthy lifestyle. To know that habits can have both positive and negative effects. To know what good physical health means and what the early</p>	<p>Managing change and transition: To know how to be a "junior citizen" To know how to stay safe in coastal areas. To know that everyday things can affect your feelings.</p>	<p>Managing change and transition: To know that change is a part of life and can be positive. To know personal strengths, skills and achievements.</p>



	<p>caring for other people and living things. To know that personal behaviour can affect other people. To know your personal strengths, skills, achievements and interests and how these contribute to your sense of self-worth. To know the different groups that make up your community and what living in a community means To know that “failure” or the perception of it is part of life and how to re-frame unhelpful thinking.</p>	<p>money and make these decisions based on priorities, needs and wants. To know that people’s spending decisions can affect others and the environments. To know the different ways to keep track of money and how to keep it safe. To know the risks associated with money including gambling and how it can be won, lost or stolen. To know that money can impact on people’s feelings and emotions.</p>	<p>or makes them uncomfortable. To know that their body and emotions will change as they go through puberty. To know the dangers of drugs, smoking and alcohol. To know basic hygiene.</p>	<p>signs of physical illness are. To know about the impact of sleep on physical and mental health. To know about the impact of exercise on physical and mental health. To know about the impact of diet on physical and mental health.</p>	<p>To know that it is important to express your feelings. To know who to talk to if you are feeling sad, worried or stressed.</p>	<p>To know that everyday things can affect your feelings. To know that it is important to express your feelings. To know who to talk to if you are feeling sad, worried or stressed.</p>
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