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Progression of Skills

The document below has been designed to show how we will cover all of the relevant PSHE knowledge and skills across our school. The context in which these are taught, is left to the discretion of teachers, where possible trying to match the content of their unit to their year group's termly topic.



Year Group	Health and Wellbeing	Relationships	Living in the Wider World
1	<p>Key vocabulary</p> <p>Healthy lifestyle</p> <p>Feelings</p> <p>Personal Hygiene</p> <p>Disease</p> <p>External parts of the body</p> <p>Goals</p> <p>Change</p> <p>Loss</p> <p>Physically safe</p> <p>Emotionally safe</p> <p>Medicine</p>	<p>Key vocabulary</p> <p>Feelings</p> <p>Fair</p> <p>Unfair</p> <p>Kind</p> <p>Unkind</p> <p>Secret</p> <p>Surprise</p> <p>Cooperatively</p> <p>Physical contact</p> <p>Acceptable/ unacceptable</p> <p>Comfortable/uncomfortable</p>	<p>Key vocabulary</p> <p>Contribute</p> <p>Rules</p> <p>Responsibilities</p> <p>Money</p> <p>Source</p> <p>Purpose</p> <p>Spending</p> <p>Choice</p> <p>Influence</p> <p>New Learning</p>



	<p>New Learning</p> <p>To understand what constitutes a healthy lifestyle. To learn about good and not so good feelings - Anti Bullying Week</p> <p>To learn the importance of, and how to maintain, personal hygiene.</p> <p>To understand how some diseases are spread and can be controlled - News time</p> <p>To learn about the process from growing from old to young.</p> <p>To know the names for the external parts of the body – Science, Autumn B</p> <p>The similarities and differences between girls and boys.</p> <p>To recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To learn about change and loss and their associated feelings.</p>	<p>Tease</p> <p>Bullying</p> <p>Difference</p> <p>Similarity</p> <p>New Learning</p> <p>To know how to communicate feelings to others and recognise how others show feelings.</p> <p>To identify special people and how they should care for one another.</p> <p>To recognise what is fair and unfair, kind and unkind, right and wrong.</p> <p>To learn people's bodies and feelings can be hurt. - News</p> <p>To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</p> <p>To listen to other people and play and work cooperatively.</p>	<p>To learn how to contribute to the life of the classroom.</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them.</p> <p>To understand that people and other living things have needs and that they have responsibilities to meet them.</p> <p>To learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving.</p> <p>To learn about the role money plays in their lives including how to manage their money, keep it safe; make choices about spending money, and what influences those choices.</p>
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	<p>To learn about people who look after them and who to go to if they are worried – Anti Bullying Week</p> <p>To learn rules for and ways of keeping physically and emotionally safe –including road safety and the difference between secrets and surprises.</p> <p>To understand that household products, including medicines, can be harmful.</p>	<p>To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond. Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation.</p> <p>To learn that there are different types of teasing and bullying, that these are wrong and unacceptable – Anti Bullying Week</p> <p>To identify and respect the differences and similarities between people.</p>	
2	<p>Revision (from previous year – include repeated statements here and how these will be modified)</p> <p>To understand what constitutes a healthy lifestyle (revision) Science. (October 21)</p> <p>To know the names for the main parts of the body (revision).</p> <p>To learn about good and not so good feelings (revision). First day of Year 2</p> <p>To learn about change and loss and the associated feelings (revision).</p> <p>To recognise and celebrate their strengths and set simple but challenging goals (revision).</p>	<p>Revision</p> <p>To know how to communicate feelings to others and recognise how others show feelings (revision).</p> <p>To learn the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises (revision).</p> <p>To listen to other people and play and work cooperatively (revision) News</p> <p>To be able to judge what kind of physical contact is acceptable/unacceptable,</p>	<p>Revision</p> <p>To learn how to contribute to the life of the classroom (revision)</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them (revision)</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them (revision)</p> <p>To learn about the role money plays in their lives including how to manage their money, keep it safe,</p>



	<p>To learn rules for, and ways of keeping, physically and emotionally safe –including road safety, (Spring 1) online safety, (Internet safety day) the differences between secrets and surprises etc. (revision).</p> <p>To understand that household products, including medicines, can be harmful (revision).</p> <p>New Vocabulary</p> <p>Likes and Dislikes</p> <p>Informed choice</p> <p>Consequences</p> <p>Challenging Goals</p> <p>Road and online safety</p> <p>Secrets and Surprises</p> <p>Responsibility</p>	<p>comfortable/uncomfortable, and how to respond (revision)</p> <p>To learn to recognise what is fair/unfair, kind/unkind, right/wrong (revision). RE Baptism Nov</p> <p>New Vocabulary</p> <p>Behaviour</p> <p>Constructive</p> <p>Support</p> <p>Feedback</p> <p>Experience</p> <p>Witness</p> <p>Opinions</p>	<p>make choices about spending money, and what influences those choices (revision).</p> <p>New Vocabulary</p> <p>Groups</p> <p>Communities</p> <p>Local</p> <p>Parish</p> <p>Global</p> <p>Improves</p> <p>Harms</p>
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	<p>New learning</p> <p>To recognise what they like and dislike and how to make real informed choices, this can have good and not so good consequences.</p> <p>To know the names for the main parts of the body.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe.</p>	<p>Discussions</p> <p>New learning</p> <p>To recognise how their behaviour affects other people.</p> <p>To be able to offer and receive constructive support and feedback to and from others.</p> <p>To learn how to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help. Anti bullying week</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one person and the whole class.</p>	<p>Environment</p> <p>New learning</p> <p>To learn that they belong to various groups and communities such as home, school, parish, the wider local community and the global community.</p> <p>That their behaviour has an impact on the communities to which they belong.</p> <p>To learn what improves and harms their local, natural and built environments and about some of the ways people look after that.</p>
3	Revision	Revision	Revision



	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals (revision).</p> <p>To deepen understanding of good and not so good feelings (revision). Mental Health Week</p> <p>To develop strategies for keeping physical and emotionally safe –including online safety (revision) Safer Internet Day</p> <p>New Vocabulary</p> <p>Opportunities</p> <p>Bacteria</p> <p>Viruses</p> <p>Routines</p> <p>Spread</p> <p>Balanced Diet</p> <p>Transitions</p>	<p>To judge what kind of physical contact is acceptable/unacceptable and how to respond (revision).</p> <p>New Vocabulary</p> <p>Recognise</p> <p>Respond</p> <p>Appropriate</p> <p>Confidential</p> <p>Confidence</p> <p>Dares</p> <p>Positive</p> <p>Factors</p> <p>Cultural</p> <p>Ethnic</p> <p>Racial</p>	<p>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (revision).</p> <p>New Vocabulary</p> <p>Laws</p> <p>Human Rights</p> <p>Universal</p> <p>Enforced</p> <p>National</p> <p>Regional</p> <p>Practices</p> <p>Duties</p> <p>Identity</p> <p>Research</p> <p>Debate</p>
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<p>Separation</p> <p>Divorce</p> <p>Bereavement</p> <p>Emergency aid</p> <p>Right</p> <p>Inappropriate/Unwanted contact</p> <p>Contact</p> <p>Risk</p> <p>Danger</p> <p>Hazard</p> <p>Resisting</p> <p>Pressure</p> <p>New learning</p> <p>To recognise opportunities to make their own choices about food/ a balanced diet.</p>	<p>Religious diversity</p> <p>Disability</p> <p>Nature</p> <p>Discrimination</p> <p>Aggressive</p> <p>Respectful</p> <p>Range</p> <p>Concern</p> <p>Constructive</p> <p>Challenge</p> <p>Point of view</p> <p>Relationship</p> <p>Cyber-bullying</p> <p>Resilience</p> <p>New learning</p>	<p>Topical issues</p> <p>Recommendations</p> <p>Role</p> <p>Voluntary</p> <p>Pressure groups</p> <p>Wellbeing</p> <p>Values</p> <p>Customs</p> <p>Interest</p> <p>Loan</p> <p>Debt</p> <p>Tax</p> <p>New learning</p>
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	<p>To understand that bacteria and viruses can affect health and following simple routines can reduce their spread.</p> <p>To learn about change, including transitions, loss, separation, divorce and bereavement.</p> <p>To understand school rules about health and safety, basic emergency aid procedures and where and how to get help.</p> <p>To learn about taking care of their body and the right to protect their body from inappropriate and unwanted contact.</p> <p>To differentiate between the terms 'risk', 'danger' and 'hazard'.</p> <p>To recognise when and how to ask for help (keep asking for help until they are heard) and use basic techniques for resisting pressure.</p> <p>How to report and get help if they encounter inappropriate materials or messages online.</p>	<p>To be able to recognise and respond appropriately to a wider range of feelings in others.</p> <p>To understand 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>To learn to recognise and manage 'dares'.</p> <p>To recognise what constitutes a positive, healthy relationship.</p> <p>To learn that their actions affect themselves and others.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying (including cyber-bullying) and aggressive behaviours.</p> <p>To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary, constructively challenge, their points of view.</p> <p>Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources.</p>	<p>To learn why and how rules and laws that protect themselves and others are made and enforced. To understand that everyone has human rights.</p> <p>To know that universal human rights are there to protect everyone and have primacy over both national law and family and community practices.</p> <p>That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>To research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>To think about the lives of people living in other places, and people with different values and customs.</p> <p>To develop an initial understanding if the concepts of 'interest', 'loan', 'debt', and 'tax'.</p>
4	Revision	Revision	Revision



	<p>To learn how to make informed choices and to begin to understand further the concept of a balanced diet (revision)</p> <p>To reflect on and celebrate their achievements, identify their strengths, areas for improvements and set high aspirations and goals (revision).</p> <p>To deepen their understanding of good and not so good feelings (revision).</p> <p>To learn about change, including transitions, loss, separation, divorce and bereavement (revision).</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure (revision).</p> <p>To understand school rules about health and safety, basic emergency aid procedures and where and how to get help (revision).</p> <p>To learn strategies for keeping physically and emotionally safe –including road safety, safety in the environment, and online safety (revision).</p> <p>New Vocabulary</p>	<p>To recognise and respond appropriately to a wider range of feelings in others (revision).26.1.22</p> <p>To be able to judge what kind of physical contact is acceptable/unacceptable and how to respond (revision).</p> <p>To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and try to see, respect and if necessary, constructively challenge their points of view (revision).</p> <p>New Vocabulary</p> <p>Constitute</p> <p>Maintain</p> <p>Collaboratively</p> <p>Dispute</p> <p>Conflict</p> <p>Negotiation</p>	<p>To learn about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer (revision).</p> <p>To develop an understanding of the concepts of ‘interest’, ‘loan’, ‘debt’ and ‘tax’ (revision).</p> <p>New Vocabulary</p> <p>Anti-social</p> <p>Individual</p> <p>Resolve differences</p> <p>Alternatives</p> <p>Critique</p> <p>Media</p> <p>Decision</p> <p>Institution</p>
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		<p>To recognise and challenge stereotypes.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help. 26.1.22</p>	<p>To learn what being part of a community means, Parent Liturgy Feb '22 and about the varied institutions that support communities locally and nationally.</p> <p>To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>To learn about enterprise and the skills that make someone 'enterprising'.</p>
5	<p>Revision</p> <p>To develop strategies for keeping physically and emotionally safe – including safety in the environment and online safety (revision).Nov 21</p> <p>New Vocabulary</p> <p>Range</p> <p>Intensity</p> <p>Conflicting emotions</p> <p>Puberty</p>	<p>Revision</p> <p>To understand the concept of keeping something confidential or secret, when we should or should not agree to this and when it is right to break a confidence or share a secret (revision).</p> <p>To recognise and manage dares (revision).</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain these (revision).</p> <p>To recognise that their actions affect themselves and others (revision).</p> <p>To judge what kind of physical contact is acceptable/unacceptable and how to respond (revision).</p>	<p>Revision</p> <p>To learn about the role money plays in their own and others' lives (revision).</p> <p>To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax', and to increase their understanding of how to manage their money and become a critical consumer (revision).</p> <p>New Vocabulary</p> <p>UN Declaration</p>



	<p>Reality</p> <p>Reproduction</p> <p>Conception</p> <p>External genitalia (e.g., penis and vagina)</p> <p>Autonomy</p> <p>Independence</p> <p>Habit</p> <p>New learning</p> <p>To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others and recognise that they may experience conflicting emotions.</p> <p>To understand how bodies change as they approach and move through puberty.</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p>	<p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (revision).</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help (revision).</p> <p>New Vocabulary</p> <p>Cultural</p> <p>Ethnic</p> <p>Racial/Religious Diversity</p> <p>Sexual Orientation</p> <p>Disability</p> <p>Factors</p> <p>Harassment</p>	<p>Rights of the child</p> <p>Appropriate people</p> <p>New learning</p> <p>To understand that everyone has human rights – all people and all societies, and that children have their own special rights set out in the UN Declaration of the Rights of the Child. Oct 21</p> <p>To learn that there are different kinds of responsibilities, rights and duties at home, at school, and in the community.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>To think about the lives of people living in other places, and people with different values and customs.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and</p>
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	<p>To learn about human reproduction including conception (Science) and the names for the main parts of the body (including external genitalia e.g., penis and vagina).</p> <p>To learn about taking care of their body, understanding they have autonomy and the right to protect their body from inappropriate and unwanted contact.</p> <p>To recognise that increasing independence brings increased responsibility to keep themselves and others safe. Oct 21</p> <p>To learn what is meant by the term 'habit' and why habits can be hard to change.</p>	<p>Exploitation</p> <p>Abuse</p> <p>New learning</p> <p>To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.</p> <p>About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond.</p>	<p>wellbeing and offer their recommendations to appropriate people.</p>
6	<p>Revision</p> <p>To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others and recognise that they may experience conflicting emotions. (revision). Sept 21</p> <p>To reflect on and celebrate their achievements, identify strengths, areas for improvements and set high aspirations and goals (revision).</p> <p>To recognise, explore and critique how images in the media do not always reflect reality and can</p>	<p>Revision</p> <p>To judge what kind of physical contact is acceptable/unacceptable and how to respond (revision). Nov 21</p> <p>To work collaboratively towards shared goals (revision).</p> <p>To recognise and challenge stereotypes (revision). Sept 21</p>	<p>Revision</p> <p>To know that there are some cultural practices which are against British law and universal human rights (revision) Nov 21</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities (revision) Nov 21</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view,</p>



	<p>affect how people feel about themselves (revision).Oct 21</p> <p>New Vocabulary</p> <p>Positive/Negative Effects</p> <p>Physical Health</p> <p>Mental Health</p> <p>Emotional Health</p> <p>Substances</p> <p>Drugs</p> <p>Alcohol</p> <p>Tobacco</p> <p>Legal</p> <p>Illegal</p> <p>Use and supply</p>	<p>To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage (revision).</p> <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (revision). Nov21</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary, constructively challenge their points of view (revision).</p> <p>New Vocabulary</p> <p>Wider range</p> <p>Stable, loving relationships</p> <p>Commitment</p> <p>Freely entered</p>	<p>making decisions and explaining choices (revision)</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer(revision)Dec21</p> <p>To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (revision)</p> <p>To learn about enterprise and the skills that make someone 'enterprising' (revision)</p> <p>New Vocabulary</p> <p>Reinforced</p> <p>Relation to</p> <p>Different situations</p> <p>Honour-based violence</p>
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	<p>Restricted</p> <p>New learning</p> <p>To learn about positive and negative effects on physical, mental and emotional health (including the media). World Mental Health Day 10/10/21</p> <p>To learn how their bodies will change as they approach and move through puberty.</p> <p>To learn about human reproduction including conception.</p> <p>Online safety Nov 21</p> <p>To deepen understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly. Safety works visit 27/09/21</p> <p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p>	<p>New learning</p> <p>To recognise and respond appropriately to a wider range of feelings in others Oct 21</p> <p>To know that civil partnerships and marriage are examples of stable, loving relationships and to be aware that marriage is a commitment freely entered into by both people.</p>	<p>Human trafficking</p> <p>Forced marriage</p> <p>FGM</p> <p>New learning</p> <p>To learn why and how rules and laws that protect themselves and others are made and reinforced, Nov 21 why different rules are needed in different situations and how to take part in making and changing rules</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing Spring 22</p> <p>That there are some cultural practices which are against British law and universal rights (e.g., honour-based violence and forced marriage, human trafficking etc.)</p> <p>That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers.</p>
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	<p>To learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage pupils immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply.</p>		
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