

# PSHE/RSHE Progression of Knowledge by Year Group

## KS1

	EYFS	Year 1	Year 2
<b>Core theme One:</b> <b>Families and Relationships - Managing my health and self-care needs, family relationship, expectations and roles, changes over time, keeping healthy</b>	<b>Baseline</b> <b>Children should:</b> Play with one or more other children and extend and elaborate play ideas. Find solutions to conflicts and rivalries. To ensure play regularly involves sharing and cooperating with friends and other peers. <b>Term 1</b> Have the opportunity to highlight the child's interests and reflect and self-evaluate their work. Have goals and help children achieve them. Have high expectations for children following instructions with support where necessary. Support good hygiene, such as insisting on handwashing. How to travel safely, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to pedestrians.	<b>Children should:</b> know the school rules and routines and get to know each other. Know how to put on a jumper and coat with little assistance and can fasten big buttons. Know how to take off socks and shoes/wellies. Know how to get dressed and undressed for PE or Forest School learning. Know how to attend to most toileting needs most of the time themselves. Know how to follow basic school rules. Know what they like/dislike and are good at. Know what makes them special and how everyone has different strengths. Know how their personal features or qualities are unique to them. Know how they are similar or different to others, and what they have in common. Know how to use the correct names for the main parts of the body and that parts of bodies covered with underwear are private.	<b>Children should:</b> Know that everyone's family is different. Know that families function well when there is trust, respect, care, love and co-operation. Know that there are lots of forms of physical contact within a family. Know how to stay stop if someone is hurting them. Know some reasons why friends have. Conflicts. Know that friendships have ups and downs and sometimes change with time. Know how to use problem-solving methods. Know there are good secrets and worry secrets and why it is important to share worry. Know what trust is.
<b>Core theme Two:</b> <b>Friendship and Communities including who is special to us,, hopes and fears for the year ahead, belonging to a community, rights and responsibilities, and becoming independent</b>	<b>Children should:</b> be encouraged to listen to each other as well as staff. Have opportunities to discover likes, dislikes, family members and culture. Be recognised for kindness to others and be encouraged to help, listen and support each other. Develop independence through working in friendship groups and other groupings. Understand rights and responsibilities by having positive models for behaviour and exemplary behaviour is identified and celebrated. Have constructive support and recognition of personal achievements. Children recognise when behaviour is not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. Have strategies for staying calm in the face of frustration. Understand why we take turns, wait politely, tidy up after ourselves.	<b>Children should:</b> Know how to work and play cooperatively and take turns with others. Know positive attachments to adults and friendships with peers. Know some of their own feelings and those of others and begin to regulate their behaviour accordingly. Know that family is one of the groups they belong to, as well as, for example, school, friends, clubs. Know about the different people in their family / those that love and care for them. Know what their family members, or people that are special to them, do to make them feel loved and cared for Know how families are all different but share common features – what is the same and different about them. Know about different features of family life, including what families do / enjoy together. Know that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.	<b>Children should:</b> identify their hopes and fears for the year ahead. Know the rights and responsibilities of class members Know that it is important to listen to other people. Children understand that their own views are valuable. Know about rewards and consequences and that these stem from choices. Know that positive choices impact positively on self-learning and the learning of others.
<b>Core Theme Three: Respect including similarities and differences, treating others with respect, stereotyping</b>	<b>Children should:</b> Be encouraged to express their feelings if they feel hurt or upset and their opinions. Know how to develop problem solving skills by talking through how they, you, and others resolve problems and difficulties. To think about their own feelings and those of others by giving explicit examples. Can use dialogic story time to discuss books that deal with challenges and how to overcome them. Children can explain how they thought about a problem or an emotion and how they dealt with it.	<b>Children should:</b> Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Know some practical steps they can take in a range of different contexts to improve or support respectful relationships. Know the conventions of courtesy and manners* Know the importance of self-respect and how this links to their own happiness† •	<b>Children should:</b> Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Know the practical steps they can take in a range of different contexts to improve or support respectful relationships • Know the conventions of courtesy and manners* Know the importance of self-respect and how this links to their own happiness. know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should

		<p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Know that there is no such thing as ‘boys’ things’ and ‘girls’ things’ – just as we are all different, the things we all like are different.</p>	<p>show due respect to others, including those in positions of authority.</p> <p>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
<p><b>Core theme: Four.</b></p> <p><b>E safety including technology at home and school, websites apps and online services, taking responsibility, bullying and abuse online, media literacy and digital resilience.</b></p>		<p><b>Children should:</b></p> <p>know about visiting places online in safe ways. They will learn that they need to follow certain rules to remain safe.</p> <p>Know about personal information and what it is. They know websites may ask for names etc and how to deal with such encounters.</p> <p>Know that information can be retrieved from computers and can tell an adult if what they see makes them feel worried.</p> <p>Know who they can ask for help and know when they need help.</p> <p>Know that they need to share equipment and take turns.</p>	<p><b>Children should:</b></p> <p>Know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>Know how information and data is shared and used online.</p> <p>Know that for most people the internet is an integral part of life and has many benefits*</p> <p>know about the benefits of rationing time spent online.</p> <p>Know the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.</p> <p>Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>know why social media, some computer games and online gaming, for example, are age restricted.</p> <p>Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>Know how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted.</p> <p>Know where and how to report concerns and get support with issues online</p>
<p><b>Core theme: Five.</b></p> <p><b>Keeping safe including promises and secrets, dangers in the home, personal space, personal boundaries</b></p>	<p><b>Children should</b></p> <p>Narrate own decision about healthy foods and the importance of fruit and vegetables.</p> <p>Have good personal hygiene.</p> <p>Know about exercise, healthy eating and the importance of sleep.</p>	<p><b>Children should:</b></p> <p>Know what a secret is and what it means to keep a secret.</p> <p>Know what a surprise is and what it means to surprise someone.</p> <p>Know that no one should ask someone to keep a secret or surprise that will be hurtful to themselves or someone.</p> <p>else</p> <p>Know who they can go to in school if they are worried about a surprise or a secret</p>	<p><b>Children should:</b></p> <p>Know how rules and restrictions help them to keep safe (e.g., basic road, fire, cycle, water safety; in relation to medicines/household products and online).</p> <p>Know how to recognise risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them.</p> <p>Know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets.</p> <p>Know how not everything they see online is true or trustworthy and that people can pretend to be someone they are not.</p> <p>Know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.</p>
<p><b>Core theme: Six</b></p> <p><b>Economic wellbeing including value of money, saving for a reason, fundraising for charity, sustainability,</b></p>		<p><b>Children should:</b></p> <p>Know how people make different choices around money.</p> <p>Know money needs to be looked after.</p> <p>Know how to carry out a transaction.</p> <p>Know that we have to pay for things.</p> <p>Know that we need money to pay for things.</p>	<p><b>Children should:</b></p> <p>Know what money is - that money comes in different forms.</p> <p>Know how money is obtained (e.g., earned, won, borrowed, presents)</p> <p>Know how people make choices about what to do with money, including spending and saving</p>

where money comes from, different choices, careers and aspirations, financing enterprise,		Know that advertising and the items their friends have can influence the products they would like.	Know the difference between needs and wants - that people may not always be able to have the things they want. Know how to keep money safe and the different ways of doing this. Knowing that some people raise money for good causes. Know that there are different ways to raise money. .
<p><b>Core theme: Seven.</b></p> <p><b>Emotional well-being including being confident to speak to others about own needs, recognising feelings moods in times of change, making positive friendships, self-esteem and self-worth, becoming independent and taking on responsibility</b></p> <p>Self-regulation Building Relationships Managing Self Children.</p>	<p><b>Children should</b></p> <p>Develop problem solving skills by talking through how they, you and others resolved a problem or difficulty. Understand their own feelings and those of others by giving examples of how others might feel in a particular situation. Explain how they thought of a problem or an emotion and how they deal with it. Have their own goals and achieve them. Discuss their work and play and reflect and self-evaluate. Have an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p>Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions. Know that all humans experience in relation to different experiences and situations. Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Know about the benefits of hobbies and interests.</p>	<p>Know about different feelings that humans can experience. Know how to recognise and name different feelings. Know how feelings can affect people's bodies and how they behave. Know how to recognise what others might be feeling. Know how to recognise that not everyone feels the same at the same time or feels the same about the same things. Know about ways of sharing feelings; a range of words to describe feelings. Know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) Know about different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. Know how to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. Know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. Know how to manage when finding things difficult</p>
<p><b>Core Theme; Eight.</b></p> <p><b>Physical Wellbeing/Health and wellbeing including keeping our bodies healthy, growing and staying healthy, keeping safe at home and school, personal attributes and qualities, basic hygiene, recognising risks and rules, healthy eating and teeth, sleep and first aid, drugs alcohol and tobacco.</b></p>		<p><b>Children should:</b></p> <p>Know the characteristics and mental and physical benefits of an active lifestyle. Know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. Know the risks associated with an inactive lifestyle (including obesity) Know that some pupils are in family circumstances that make it difficult to ensure that they can follow a healthy lifestyle or may have family members who have serious health-related illnesses. Know that exercise might not make you feel well at the time, but that the 'well' feeling may come later. Know symptoms of feeling unwell, e.g. coughing, sneezing, tummy ache, feeling sick, hot and cold. Know that cuts, and grazes are not illnesses that you can catch (contagious), they happen when we hurt ourselves. Know that some germs are viruses that can spread illness and are so small you can't see them. Know that we all get ill sometimes, and when we do, our body learns to fight these illnesses because our in-built protective defence – our immune system is triggered, helping to protect us against the illness next time. Know why it is important to protect ourselves from becoming ill.</p>	<p><b>Children should:</b></p> <p>Know the different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest. Know that eating and drinking too much sugar can affect their health, including dental health. Know how to be physically active and how much rest and sleep they should have every day. Know that there are different ways to learn and play; how to know when to take a break from screen-time Know how sunshine helps bodies to grow and how to keep safe and well in the sun. Know how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online). Know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them. Know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets. Know how not everything they see online is true or trustworthy and that people can pretend to be someone they are not. Know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.</p>

