



PSHE Progression of Knowledge and Skills-EYFS & Key Stage 1

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. PSHE can encompass many areas of study.

Our PSHE programme reflects the needs of our pupils and equips pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

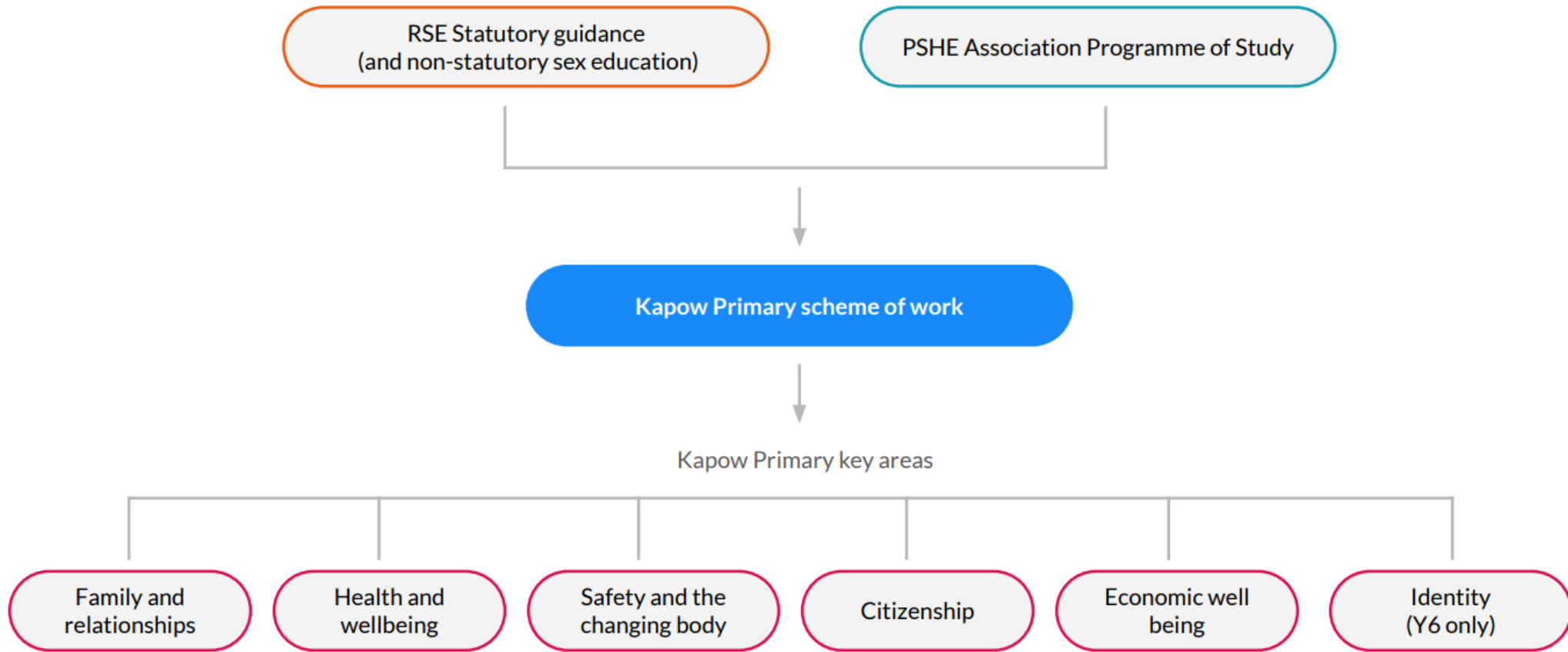
PSHE education builds, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Relationships and sex education

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils.

At Turton and Edgworth we follow the Kapow RSE and PHSE scheme of work.

How is Kapow Primary's RSE & PSHE scheme of work organised?



Progression of skills and knowledge: Families and relationships

Sub strand	EYFS (Reception)		Year One		Year Two	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Family	Learning how to talk about our families and discussing why we love them. Talking about people that hold a special place in my life.	To name and describe the different members of our families. To understand that all families are valuable and special.	Exploring how families are different to each other.	To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.	Understanding ways to show respect for different families. Understanding that families offer love, care and support.	To know that families can be made up of different people. To know that families may be different to my family.
Friendships	Developing strategies to help when sharing with others. Exploring what makes a good friend. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments with to adults and friendships with peers. Show sensitivity to their own and others'	To know that we share toys so that everyone feels involved and no one feels left out or upset.	Exploring how friendship problems can be overcome. Exploring friendly behaviours	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.	Understanding difficulties in friendships and discussing action that can be taken.	To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing

	needs.					
Respectful relationships	<p>Thinking about what it means to be a valued person. Exploring the differences between us that make each person unique. Considering the perspectives and feelings of others. Learning to work as a member of a team. Developing listening skills.</p> <p>ELG: Self-Regulation Show an understanding of their own feelings and the feelings of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving</p>	<p>To understand that different people like different things. To understand that all people are valuable. To know that it is important to help, listen and support others when working as a team. To know that it is important to tell the truth.</p>	<p>Recognising how other people show their feelings. Identifying ways we can care for others when they are sad. Exploring the ability to successfully work with different people.</p>	<p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p>	<p>Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations.</p>	<p>To understand some ways people show their feelings. To understand what good manners are. To understand some stereotypes related to jobs.</p>

	several ideas or actions.					
Change and loss	N/A	N/A	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.

Sub strand	Year Three		Year Four	
	Skills	Knowledge	Skills	Knowledge
Family	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.
Friendships	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one-off event. To know that violence is never the right way to solve a friendship problem.	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.
Respectful relationships	Identifying who I can trust. Learning about the effects of nonverbal communication. Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand how to listen carefully and why listening is important. To understand that there are similarities and differences between people. To understand some stereotypes related to age.	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.
Change and loss	N/A	N/A	Discussing how to help someone who has experienced	To know that bereavement describes the feeling someone

			a bereavement.	might have after someone dies or another big change in their lives.
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Sub strand	Year Five		Year Six	
	Skills	Knowledge	Skills	Knowledge
Family	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
Friendships	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
Respectful relationships	Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect).	To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.
Change and loss	N/A	N/A	Exploring the process of grief and understanding that it is different for different	To understand that loss and change can cause a range of emotions. To know that grief is

			people.	the process people go through when someone close to them dies.
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Progression of skills and knowledge: Health and Wellbeing

Sub strand	EYFS (Reception)		Year One		Year Two	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily,	Learning how to wash my hands properly. Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.	Exploring the effect that food and drink can have on my teeth	To know that food and drinks with lots of sugar are bad for our teeth.
Physical health and wellbeing	Exploring how exercise affects different parts of the body. <i>ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i>	To know that exercise means moving our body and is important. To know that yoga can help our bodies and minds relax,	Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation.	To explain the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax.
Mental wellbeing	Identifying how characters within a story may be feeling. Identifying and	To name some different feelings and emotions. To know that I am a	Identifying personal strengths and qualities. Identifying different ways to	To know that strengths are things we are good at. To know that qualities	Exploring strategies to manage different emotions. Developing empathy. Identifying	To know that we can feel more than one emotion at a time. To know that a growth

	<p>expressing my own feelings. Exploring coping strategies to help regulate emotions. Exploring different facial expressions and identifying the different feelings they can represent. Exploring ways to moderate behaviour, socially and emotionally. Coping with challenge when problem solving.</p> <p>ELG: Self-Regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p>valuable individual. To know that facial expressions can give us clues as to how a person is feeling. To know that I can learn from my mistakes. To know some strategies to calm down</p>	<p>manage feelings.</p>	<p>describe what we are like. To know the words to describe some positive and negative emotions.</p>	<p>personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self-respect.</p>	<p>mindset means being positive about challenges and finding ways to overcome them.</p>
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Sub strand	Year Three		Year Four	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing why it is important to look after my teeth.	To understand ways to prevent tooth decay.	Developing independence in looking after my teeth.	To know key facts about dental health.
Physical health and wellbeing	Learning stretches which can	To understand the positive	Identifying what makes me	To know that visualisation

	be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	impact relaxation can have on the body. To know the different food groups and how much of each of them we should have to have a balanced diet.	feel calm and relaxed. Learning visualisation as a tool to aid relaxation.	means creating an image in our heads.
Mental wellbeing	Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others. Being able to breakdown a problem into smaller parts to overcome it. ELG: Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	To understand the importance of belonging. To understand what being lonely means and that it is not the same as being alone. To understand what a problem or barrier is and that these can be overcome.	Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset	To know that different job roles need different skills and so some roles may suit me more than others. To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health.

Sub strand	Year Five		Year Six	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness
Physical health and wellbeing	Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater	To know that relaxation stretches can help us to relax and de-stress. To know that calories are the unit that we use to measure the amount of	Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit

	responsibility for ensuring good quality sleep.	energy certain foods give us. To know that what we do before bed can affect our sleep quality.	achievable goals for a healthy lifestyle.	is a behaviour that we often do without thinking and that we can have good and bad habits.
Mental wellbeing	Taking responsibility for my own feelings.	To understand what can cause stress. To understand that failure is an important part of success.	Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.

Progression of skills and knowledge: Safety and the changing body

Sub strand	EYFS (Reception)		Year One		Year Two	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Considering why it is important to follow rules. Exploring what it means to be a safe pedestrian.	To know that some rules are in place to keep us safe. To know how to behave safely on the pavement and when crossing roads with an adult.	Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe.	To know that some types of physical contact are never appropriate. To know what to do if I get lost. To know that a hazard is something which could cause an accident or injury	Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.	To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises. To know the rules for crossing the road safely.
Drugs, alcohol and tobacco	Developing strategies to help when sharing with others. Exploring what makes a good friend.	To know that we share toys so that everyone feels involved and no one feels left out or upset.	Learning what is and is not safe to put in or on our bodies.	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.	Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.	To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.
The changing	N/A	N/A	N/A	N/A	N/A	To know the names

adolescent body						of parts of my body including private parts.
Basic first aid	N/A	N/A	Practising making an emergency phone call.	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.	N/A	N/A

Sub strand	Year Three		Year Four	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content.	To understand that cyberbullying is bullying which takes place online. To know the signs that an email might be fake. To know the rules for being safe near roads.	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.	To understand that there are risks to sharing things online. To know the difference between private and public.
Drugs, alcohol and tobacco	Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.	To understand that other people can influence our choices.	Discussing the benefits of being a non-smoker.	To understand the risks associated with smoking tobacco.
The changing adolescent body	N/A	N/A	Discussing some physical and	To understand the physical

			emotional changes during puberty.	changes to both male and female bodies as people grow from children to adults.
Basic first aid	Learning what to do in a medical emergency, including calling the emergency services.	To know that bites or stings can sometimes cause an allergic reaction. To know that it is important to maintain the safety of myself and others, before giving first aid.	Learning how to help someone who is having an asthma attack.	To know that asthma is a condition which causes the airways to narrow.

Sub strand	Year Five		Year Six	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.
Drugs, alcohol and tobacco	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
The changing adolescent body	Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
Basic first aid	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRABC).

Progression of skills and knowledge: Citizenship

EYFS (Reception)		Year One		Year Two	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Beginning to understand why rules are important in school.</p> <p>ELG: Managing Self Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>To know that we have rules to keep everything fair, safe and enjoyable for everyone. To understand that we all have similarities and differences and that make us special. To know that we all have different beliefs and celebrate special times in different ways</p>	<p>Recognising why rules are necessary and the consequences of not following rules. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.</p>	<p>To know the rules in school. To know that different pets have different needs. To understand the needs of younger children and that these change over time. To know that voting is a fair way to make a decision. To understand that people are all different and that this is a good thing.</p>	<p>Explaining why rules are in place in different settings. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment. Recognising the contribution people make to the local community.</p>	<p>To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To know some of the jobs people do to look after the environment in school and the local community. To understand how democracy works in school through the school council. To understand that different groups of people make different contributions to the community.</p>

Year Three		Year Four	
Skills	Knowledge	Skills	Knowledge
<p>Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights. Discussing ways we can make a</p>	<p>To understand the UN Convention on the Rights of the Child. To understand how recycling can have a positive impact on the environment. To know that the local council is responsible for</p>	<p>Discussing how we can help to protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different</p>	<p>To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that reusing items</p>

<p>difference to recycling rates at home/school. Identifying local community groups and discussing how these support the community</p>	<p>looking after the local area. To know that elections are held where adults can vote for local councillors. To understand some of the consequences of breaking rules. To understand the role of charities in the community</p>	<p>groups bring to the local community. Discussing the positives diversity brings to a community</p>	<p>is of benefit to the environment. To understand that councillors have to balance looking after local residents and the needs of the council. To know that there are a number of groups which make up the local community.</p>
<p>Year Five</p>		<p>Year Six</p>	
<p>Explaining why reducing the use of materials is positive for the environment. Discussing how rights and responsibilities link. Exploring the right to a freedom of expression. Identifying the contribution people make to the community and how this is recognised. Developing an understanding of how parliament and Government work. Identifying ways people can bring about change in society.</p>	<p>To know what happens when someone breaks the law. To understand the waste hierarchy. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. 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>Learning about environmental issues relating to food. Discussing how education and other human rights protect us. Identifying causes which are important to us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.</p>	<p>To know that education is an important human right. To know that our food choices can affect the environment. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. 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>

Progression of skills and knowledge: Economic wellbeing

Year One		Year Two		Year Three	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Discussing how to keep money safe. Discussing what to do if we find money. Exploring choices people make about money. Developing an understanding of how banks work.	To know that coins and notes have different values. To know some of the ways children may receive money. To know that it is wrong to steal money. To know that banks are places where we can store our money. To know some jobs in school. To know that different jobs need different skills.	Identifying whether something is a want or need. Recognising that people make choices about how to spend money. Exploring the reasons why people choose certain jobs.	To know some of the ways in which adults get money. To know the difference between a 'want' and 'need'. To know some of the features to look at when selecting a bank account.	Discussing the range of feelings which money can cause. Discussing the different attitudes people have to money. Exploring the impact our spending can have on other people. Considering the advantages and disadvantages of different payment methods.	To understand that there are different ways to pay for things. To know that budgeting money is important. To understand that there are a range of jobs available. To understand that some stereotypes can exist around jobs but these should not affect people's choices.
Year Four		Year Five		Year Six	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Exploring the factors which affect whether something is value for money. Discuss some impacts of losing money. Identifying negative and positive influences that can affect our career choices.	To know that money can be lost in a variety of ways. To understand the importance of tracking money. To know that many people will have more than one job or career in their lifetimes. Exploring ways to overcome stereotypes in the workplace.	Discussing risks associated with money. Making a budget based on priorities. Discussing the role of money in selecting a job. Discussing how income can change and the feelings associated with this.	. To know that when money is borrowed it needs to be paid back, usually with interest. To know that it is important to prioritise spending. To know that income is the amount of money received and expenditure is the amount of money spent. To know some ways that people lose money.	Recognising differences in how people deal with money and the role of emotions in this. Discussing some risks associated with gambling. Identifying jobs which might be suitable for them.	To understand that there are certain rules to follow to keep money safe in bank accounts. To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. To understand that different jobs have different routes into them. To understand that people change jobs for a number of reasons.

					To know that banks and organisations such as Citizens' Advice can help with money-related problems.
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Progression of skills and knowledge: Identity

Y6 Only	
Skills	Knowledge
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.	To know that identity is the way we see ourselves and also how other people see us.

Progression of skills and knowledge: Transition

Year One		Year Two		Year Three	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Recognising our own strengths.	To understand that changes can be both positive and negative.	Identifying people who can help us when we are worried about changes.	To understand that change is part of life.	Learning strategies to deal with change.	To understand that change often brings about more opportunities and responsibilities.
Year Four		Year Five		Year Six	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Recognising our own achievements. Being able to set goals.	To know that setting goals can help us to achieve what we want.	Recognising own skills and how these can be developed.	To understand the skills needed for roles in school.	Exploring a greater range of strategies to deal with feelings associated with change.	To know that a big change can bring opportunities but also worries.

Kapow statements

Early Learning Goals