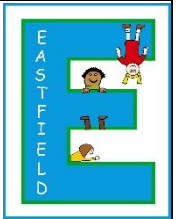


## Eastfield Primary School PSHE Knowledge and Skills Progression

*Pupils should be taught across the 3 core themes:*



### *Relationships*

*Pupils should be taught:*

1. How to develop and maintain a variety of healthy relationships, including online, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help or seek advice
5. How to respect equality and diversity in relationships.

### *Health & Well-Being*

*Pupils should be taught:*

1. What is meant by a healthy lifestyle, including dental health, exercise, nutrition, rest and sleep
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, including puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help for this
7. How to respond in an emergency, including basic first aid
8. To identify different influences on health and wellbeing, including drugs, alcohol, tobacco and

### *Living in the Wider World*

*Pupils should be taught:*

1. About respect for self and others and the importance of responsible behaviours and actions, including courtesy and manners
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect equality and to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. How money plays an important part in people's lives, about where money comes from, keeping it safe and the importance of managing it effectively
7. A basic understanding of enterprise
8. About internet safety and some of its potential harms

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Themes and focus	Autumn – Eastfield Blocks Helping hands Spring – Once upon a time The land before time. Summer – In our back garden. What a wonderful world!	Autumn – Home Sweet Home Spring – Out of this World. Summer – Land Ahoy!	Autumn – Travelling around. Spring – London’s Burning. Summer – Wonder Women.	Autumn – Meet the Flintstones. Spring – Building an Empire Summer – Street Detectives	Autumn – Tomb Raiders. Spring – Let the battle commence! Summer – A Large and dirty town	Autumn – Greece Lightning. Spring – Conquering Castles Summer – Black by day, red by night.	Autumn – Mexican Hats. Spring – Nautical Know How. Summer – The War at Home
	Autumn – SEAL theme- New beginnings & Getting on and falling out.  Building Healthy Communities. - Making relationships with friends and adults. - My class/my school. - Taking turns and discussing feelings	Autumn – SEAL theme- New beginnings & Getting on and falling out.  SRE – Growing Up & Families. I wish I could...	Autumn – SEAL theme- New beginnings & Getting on and falling out.  Diversity and Community. - Making relationships within the community.  Health and Wellbeing – think positive	Autumn – SEAL theme- New beginnings & Getting on and falling out.  Developing the Area Local Democracy Rules and laws  About where money comes from, keeping it safe and the importance of managing it effectively	Autumn – SEAL theme- New beginnings & Getting on and falling out.  Democracy  Living in a Diverse World Diversity and Community	Autumn – SEAL theme- New beginnings & Getting on and falling out.  Children’s Rights A fair and just society.  How money plays an important part in people’s lives and develop a basic understanding of enterprise	Autumn – SEAL theme- New beginnings & Getting on and falling out.  What’s the news? What’s in the media? Information and the media.  Tolerance and Stereotypes

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Themes and focus	<p><b>Spring –</b> SEAL theme – good to be me and going for goals.</p> <p>My Body – SRE - Body parts and keeping clean. Healthy Teeth</p>	<p><b>Spring –</b> SEAL theme – good to be me and going for goals.</p> <p>Road Safety (Kerb craft) Taking care of my possessions.</p>	<p><b>Spring –</b> SEAL theme – good to be me and going for goals.</p> <p>SRE – keeping our bodies safe and clean. Oral hygiene</p> <p>Making choices.</p>	<p><b>Spring –</b> SEAL theme – good to be me and going for goals.</p> <p>Building Healthy Bodies /Eating well-keeping fit</p> <p>SRE hygiene and healthy bodies – Obesity Prevention</p>	<p><b>Spring–</b> SEAL theme – good to be me and going for goals.</p> <p>SRE – Puberty and Hygiene</p> <p>Drugs and Alcohol - Drinking</p>	<p><b>Spring –</b> SEAL theme – good to be me and going for goals.</p> <p>Tackling Bullying and racism.</p> <p>E-Safety</p> <p>Drugs and Alcohol - Smoking</p>	<p><b>Spring–</b> SEAL theme – good to be me and going for goals.</p> <p>Choices and Values</p> <p>Cyber bullying/ E - Safety</p> <p>SRE – Puberty</p>
	<p><b>Summer –</b> SEAL theme- Relationships and Changes. Animals and Us. The environment</p>	<p><b>Summer –</b> SEAL theme- Relationships and Changes. Drugs and Alcohol – medicines and household products. Transition – looking forward to...</p>	<p><b>Summer –</b> SEAL theme- Relationships and Changes.</p> <p>People who help us – nurses –learning basic first aid.</p> <p>Drugs and Alcohol – safe and unsafe drinks.</p>	<p><b>Summer –</b> SEAL theme- Relationships and Changes.</p> <p>My Family – understand different family members</p> <p>Drugs and Alcohol - Smoking</p>	<p><b>Summer –</b> SEAL theme- Relationships and Changes.</p> <p>Relationships - friendships</p> <p>Online Relationships – E-Safety</p>	<p><b>Summer –</b> SEAL theme- Relationships and Changes. 'What sort of future'?</p> <p>Emotional Well-being</p> <p>SRE – Hygiene body parts/keeping clean</p>	<p><b>Summer –</b> SEAL theme- Relationships and Changes. SATs stress buster</p> <p>Drugs and Alcohol</p> <p>Transition - Moving On</p>

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Core area Relationships	<p>Children can work and play cooperatively and take turns with others.</p> <p>They know right from wrong and behave accordingly.</p> <p>They form positive attachments to adults and friends.</p> <p>Children are sensitive to their own and other's needs.</p>	<p>Children know that families are important for children growing up because they can give love, security and stability and some families get married.</p> <p>Children can identify and name some feelings using both facial expressions and words, and express some of their positive qualities.</p> <p>They know friends are important and what to do if friends make them do things that they don't want them to.</p> <p>They know how to seek help and advice from others if needed.</p>	<p>Children can show that they can manage some of their feelings in a positive way. They can begin to share their views and personal opinions.</p> <p>Children can identify special people (family, friends and carers), what makes them special and how special people should care for one another. They can discuss the word 'Diversity' and how it affects people in different ways.</p> <p>They identify and respect the differences and similarities between people.</p>	<p>Children can demonstrate that they can recognise their own self-worth and that of others around them. They can express their views with confidence and respect others viewpoints.</p> <p>They understand the importance of family, how families are different and have different family members but all have love and care. They know who to get advice or help from if needed.</p> <p>They deal with different emotions e.g. jealousy, lying, ashamed etc.</p>	<p>They can talk about emotions sensitively. They understand the importance of friendships, that healthy friendships are secure, positive and welcoming, and do not make others feel lonely or excluded. They understand friendships have ups and downs and how to tackle friendships problems when they arise.</p> <p>Children respect families in school or the wider world that are different and know they are characterised by love and care. They begin to understand the changes that happen to girls and boys during puberty and identify ways to handle feelings associated with puberty.</p> <p>Children can judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>	<p>Children can identify different ways to face new challenges in life. They understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and how to deal with this. They can talk about mental health and their own emotional well-being. Children can judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>They can talk about the future and about jobs, and explain how they will develop these skills for the future.</p>	<p>Children can identify positive ways to face new challenges e.g. SATs, transition to secondary school.</p> <p>They know about ranges of emotions and how they relate to different experiences. They know what a stereotype is, how stereotypes can be unfair, negative or destructive and that they can challenge stereotypes.</p> <p>They can discuss some changes in relationship and explore love and relationship qualities with a boyfriend /girlfriend, and can deal with these in a positive and mature way.</p>

Core area  
Health and Wellbeing

Children manage their own hygiene and personal needs, including dressing and going to the toilet.

They understand how and why we need to keep our bodies, including teeth clean.

They understand the importance of healthy food choices.

Children can explain the ways to keep themselves safe i.e. road safety. Children can talk about harmful aspects of some household products and medicines. They can name the body parts and explain how to keep themselves clean and healthy. The children know how time outdoors, rest and time with family and friends improves mental wellbeing and the benefits of limiting time online. Children can understand the importance of good quality sleep for good health and the dangers of exposure to the sun.

Children can make simple choices about how to develop healthy lifestyles. They understand dental hygiene and how to keep themselves clean. They know and use body part names. Children know what alcohol is and what it can do to our bodies. They understand the difference between safe and unsafe drinks and describe ways of keeping themselves safe in the home. They know the risks of too much time on electronic devices, including lack of sleep and the effect on mood and ability to learn. They can give basic first aid, for example dealing with head injuries and know the facts about immunisation and vaccination.

Children can make choices about how to develop a healthy diet and how to plan healthy meals considering calories and nutrition. They know the links between a poor diet and health risks, including obesity and tooth decay. They understand the benefits of regular physical exercise on wellbeing and happiness. Children understand that bacteria and viruses can affect health and that following simple routines can reduce their spread. They will think about physical signs of illness and look at the dangers of smoking and how it can affect people's health and wellbeing.

Children understand that if household products are not used properly they can be very dangerous. They understand what alcohol is and some of its effects and risks on diet and health. To know some skills to get out of a difficult or dodgy situation. They understand about body and oral hygiene, the dangers of tooth decay and that bodies change as they get older. They understand the changes that happen to girls and boys during puberty and identify ways to handle feelings associated with puberty.

Children know reasons why people choose to smoke or not to smoke and the dangers of smoking to ourselves and others and how to get support to quit. They understand how to be assertive and what to do if they are pressured by their peers to do something that they don't want to. They can discuss some of the bodily and emotional changes as puberty approaches, and can deal with these in a positive and mature way. Children understand the effect mental health has on them as children and that of adults.

Children understand why people take legal or illegal drugs and what the effects and risks are, including links to serious mental health conditions. They know what risks there are in taking drugs and pass the information on to others. They understand the law relating to the supply and possession of illegal substances. They learn ways to cope and get out of a risky situation. They link physical activity to a way of dealing with stress and improving mental wellbeing. Children discuss and deal with bodily and emotional changes relating to puberty in a positive and mature way. They understand about human reproduction. Children learn about basic first aid treatment.

Core area  
Living in the wider world.

Children understand the importance of families and friends and how we are part of a diverse community.

Children make sense of the world from meeting members of society – police, nurses, fire fighters etc.

Children can explain different ways that family and friends should care for one another. Children understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. They know how to make a call to emergency services if necessary.

Children understand the importance of community participation and the different community groups and people in the community e.g. police, nurses, doctors, shop keepers and who they can turn to if a family relationship makes them feel sad/ unsafe. They understand that bullying and teasing is wrong and know who they can go to if they are being bullied. They can recognise the effect of their behaviour on other people, and can cooperate with others. They can identify and respect differences and similarities between people.

Children can explain how actions have consequences for themselves and others. They show they can care for the environment and community where they live through developing the local area. They understand why and how rules and laws protect themselves and how others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Children describe the nature and consequences of bullying and can express ways to respond to it. They learn where money comes from, how to keep it safe and how to manage it effectively.

Children learn to make democratic decisions in life and how there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. They identify different types of relationship e.g. marriage, civil, friendships and show ways to maintain good relationships by listening supporting and caring for the people around them in their community through voluntary work. They can describe the nature and consequences of bullying, and ways to respond to it. They understand cyber-bullying, how to keep safe online and why there are age restrictions.

Children understand that children have certain rights and responsibilities in their community and in life in general. Children understand how money plays an important part in people's lives and develop a basic understanding of enterprise. They can respond to, or challenge, negative behaviours such as discrimination, stereotyping, bullying, racism and aggression. They understand the importance of protecting personal information, including passwords, addresses and images online and where to seek help.

Children understand the effect media has on them as children and that of adults. They describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people different from themselves. They recognise strategies for keeping physically and emotionally safe online (including social media, the responsible use of ICT and mobile phones) and where and how to seek support when needed. They realise consequences of discrimination, teasing, bullying (including cyber bullying), aggressive behaviours and use of prejudice-based language.