

PSHE: Skills & Knowledge Progression

Skill	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships Education							
Families and people who care for me	I know what a family is. I know that a wedding is a special day where two people make promises to do their best to love one another forever.	I can describe some ways that families show love and care for each other. I can describe the role of parents within a family. I can describe what happens in a typical wedding. I understand what marriage is.	I know that families support and care for one another and explains some of the ways they demonstrate this. I know that caring and nurturing in families is born out of love for one another. I can describe the role of parents in the nurture and care of children in the family. I understand that marriage involves a couple making promises of lifelong commitment that are recognised in law	I am beginning to develop my understanding of what characterises a healthy family. I understand why people decide to get married.	I am continuing to continue to develop my understanding of what characterises a healthy family including respect for parents. I understand why people decide to get married and that they share vows to demonstrate this commitment.	I understand the importance of families for oneself. I can describe the qualities of healthy family life. I can describe the characteristics of a healthy family life. Understand the wedding vows and that marriage is intended to be a lifelong commitment.	I understand the importance of families for oneself and explain what my families means to me. I can describe the qualities of healthy family life and explain my role within my family. I can describe the characteristics of a healthy family life including respect for parents. I have a strong understanding of the promises and meaning of marriage, which is intended to be lifelong.

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Relationships Education							
Caring friendships	To begin to develop friendships within my class.	I understand the different characteristics of friendships. I understand that friendships can have ups and downs. I can describe ways to sort out differences with friends. I understand that sometimes, friendships can me you feel uncomfortable. I know that I can speak to a trusted adult if I need help sorting out a problem within a friendship	I understand the characteristics of good friendships and can give examples of good friendship qualities. I understand that friendships have ups and downs and can describe ways to repair and strengthen friendships. I know when and how to get help when a friendship is in trouble.	I understand the different characteristics of friendships. I know that sharing interests and experiences is important to build strong friendships. I understand that friendships have ups and downs and can identify when a friendship feels uncomfortable. I know when and how to get help with an uncomfortable friendship.	I understand the different characteristics of friendships and give examples of good friendship qualities. I can explain how friends can support people with problems and difficulties. I understand that friendships can become unhealthy or uncomfortable. I know when and how to seek help with an uncomfortable friendship if I am unable to solve the issues myself.	I can build on my understanding of what a healthy friendship is and give examples. I can define the terms loneliness and exclusion. I understand that causing others to feel lonely or excluded is not being a good friend. I can recognise when friendships are unhealthy. I am beginning to manage conflict and know how to ask for help if needed	I can confidently describe the characteristics of good friendships and can describe the positive outcomes of good friendships. I can define the terms loneliness and exclusion and understand how this negatively impacts individuals. I understand that being a good friend means not causing others to feel lonely or excluded. I can recognise unhealthy friendships. I can manage conflict and ask for help if necessary. I can resolve disputes and conflict through negotiation and compromise.

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Relationships Education							
Respectful Relationships	To have positive relationships with all Foundation staff and children I can listen to the ideas of other children and agree on a solution and compromise.	I can give examples of courtesy and good manners. I understand what bullying is and what it is not. I know how to get help if I, or someone I know is being bullied. I understand how to show respect to others. I understand what the word ‘authority’ means. I understand that those who are in positions of authority have a duty of care	I know the importance of courtesy and manners and know how to show these qualities. I understand the nature of bullying and the impact it can have on someone. I know how and when to get help if I am victim of, or witness to bullying. I understand respect and how it is shown. I understand how to demonstrate respect for those in positions of authority. I am beginning to understand what is meant by a stereotype.	I understand the importance of courtesy and how my actions impact on others. I understand the importance of showing respect to others. I know what a stereotype is and can give examples from fictional characters	I understand the importance of self-respect. I understand the importance of showing respect to others and demonstrate ways to show respect. I know what a stereotype is, and how stereotypes can be unfair. I can give examples that are present in everyday life.	I understand the importance of self-respect and how this links with my own happiness. I understand the importance of showing respect to others in wider society. I understand that respect is two-way and how we treat others is how we can expect to be treated. I understand the terms prejudice and discrimination. I know what a stereotype is, and how stereotypes can be unfair, negative or destructive.	I understand the importance of self-respect, courtesy and respect for others. I understand authority and why it is important to show respect to those in authority. I understand the importance of showing respect to others without prejudice or discrimination. I can identify when others are using stereotypes and am beginning to challenge these.

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Relationships Education							
Online relationships	I can begin to give reasons why we need to stay safe online.	I understand some of the key rules for keeping safe online	I know the importance of staying safe online and can describe ways to achieve this	I know that for most people the internet is an integral part of life and has many benefits but some risks I know how and where to get help with being safe online.	I understand about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on my own and others' mental and physical wellbeing. I know how and where to get help with being safe online.	I am able to consider the effect of my online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping my personal information private. I know where and how to report concerns and get support with issues online.	I understand why social media, some computer games and online gaming, for example, are age restricted. I understand that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. I know where and how to report concerns and get support with issues online.

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Relationships Education							
Being safe	To begin to develop relationships with other adults around the school.	I understand that I am unique and that my body belongs to me and that that parts of their body covered by underwear are private. I understand that it is important to keep healthy and safe from harm. I know who my trusted adults are and that I can ask them for help	I understand that I am unique and that my body belongs to me and that it is important that others respect my personal boundaries. I can describe ways to respond to unwanted physical contact such as tickling or hair pulling. I can describe ways to keep healthy and safe from harm. I know how and where to get help if I ever feel unsafe.	I can describe the different types of contact including safe, unsafe and unwanted. I understand that that my body belongs to me and how to seek help and ask for advice for myself or others	I understand the concept of privacy. I understand that it is not always right to keep secrets if they relate to being safe. I know when, how and where to get help for myself or others to keep safe	I understand the difference between acceptable and unacceptable physical contact. I understand about the hazards and risks associated with fire safety and how to reduce risks and keep safe.	I know the differences between appropriate and inappropriate or unsafe physical, and other, contact. I know to report concerns or abuse, and the vocabulary and confidence needed to do. I know strategies for keeping safe in the local environment such as crossing roads or riding my bike.

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Health and Wellbeing							
Mental Health	To recognise different emotions To understand how people show emotions.	I understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. I understand that feelings can affect how my body feels and how I behave. I know who to ask for help with uncomfortable feelings	I know how to recognise and talk about my emotions, using the correct vocabulary when talking about my own and others' feelings. I understand that there are different things I can do to manage uncomfortable feelings such as going outside, spending time with family and friends, getting enough sleep. I recognise that sometimes I need help with uncomfortable feelings before they become too big and how to ask for help.	I am beginning to judge whether my feelings and behaviour are appropriate and proportionate.	I can judge whether my feelings and behaviour are appropriate and proportionate.	I understand that mental health, like physical health needs taking care of. I can name strategies to respond to intense feelings so that I can manage feelings appropriately and proportionately in different situations. I understand how to seek help if you with mental health if needed.	I understand the importance of taking care of both mental health and physical health. I understand that there are strategies to support good mental health, including good quality sleep, physical exercise, being part of a community through hobbies and clubs, spending time with friends and family. I understand that it is important to seek help if you with mental health if needed. I can describe strategies for dealing with emotions and challenges relating to transition into a new school.

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Health and Wellbeing							
Physical Health Being Active	I know that. physical activity is fun and keeps people healthy I know about the different people who help. us to stay physically. healthy.	I know how. physical activity helps. us to stay healthy; and ways to be. physically active every day. I know that physical activity through sports is fun and good for me.	I can name different exercises that can keep me healthy, and I can name some of the benefits of physical exercise. I know how exercise supports physical and mental health. I can describe what my body feels like during different types of activity.	I know how. regular (daily/weekly) exercise benefits. mental and physical health (e.g. walking or cycling to school, daily active mile). recognise opportunities to be. physically active and some of the risks associated with an inactive lifestyle	I am beginning to understand the importance of warming up. I know the risks associated with an inactive lifestyle (including obesity), and the benefits of regular exercise	I know the importance of warming up and colling down. I know how to make an informed decision about health, including keeping a healthy lifestyle.	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. I know and understand the basic principles of warming up and colling down. I understand why it is important to exercise for positive physical and mental health and can use this knowledge to make informed decisions about my health. I understand that regular physical activity can prevent certain physical and mental health conditions such as diabetes, anxiety, depression.

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Health and Wellbeing							
Physical Health	To identify and name healthy foods.	I can sort foods into the five groups in The Eatwell plate.	I can name and sort foods into the five groups in The Eatwell plate.	I know that it is important to have a healthy diet that is balanced.	I understand what constitutes a healthy diet (including understanding calories and other nutritional content).	I know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate.	I know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate.
Healthy Diet		I know that everyone should eat at least five portions of fruit and vegetables every day.	I know that everyone should eat at least five portions of fruit and vegetables every day and limit the amount of sugary foods.	I understand that a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay)	I understand the principles of planning and preparing a range of healthy meals. I can describe the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay)	I know that to be active and healthy, food and drink are needed to provide energy for the body. I know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.	I know that to be active and healthy, food and drink are needed to provide energy for the body. I know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.

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Health and Wellbeing							
Physical Health	I can wash hands independently.	I understand about personal hygiene and the importance of handwashing.	I understand about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	I understand the importance of good dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	I understand the importance of good dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	I can explain the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	I can explain the facts about legal and illegal harmful substances and associated short term, medium term and long term risks, including smoking, alcohol use and drug-taking.
Looking after myself	I can manage own basic needs independently.	I know how to make a clear and efficient call to emergency services in an emergency. I understand the concepts of basic first aid, for example dealing with common injuries. I understand the importance of sufficient good quality sleep for.	I know how to make a clear and efficient call to emergency services if necessary. • concepts of basic first aid, for example dealing with common injuries, including head injuries. I understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.		I can describe the risks associated with poor dental hygiene.	I know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. I know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. I understand key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11. I know about menstrual wellbeing including the key facts about the menstrual cycle.	I know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body and how to seek help or advice. I know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. I understand the risks that sunlight can cause to the eye. I understand key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. I know about menstrual wellbeing including the key facts about the menstrual cycle.