Northwood Park Primary School

PSHE Knowledge and Skills Progression

Sub-Strand	By the end of EYFS	By the end of Y1	By end of Y2	By end of Y3	BY end of Y4	By end of Y5	By end of Y6
Families and relationships. • **Family**	To name and describe the different members of our families. To understand that all families are valuable and special. 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 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. Exploring how families are different to each other.	To know that families can be made up of different people. To know that families may be different to my family. Understanding ways to show respect for different families. Understanding that families offer love, care and support.	To know that I can talk to trusted adults or services such as Childline if I experience family problems. Learning that problems can occur in families and that there is help available if needed.	To know that families are varied in the UK and across the world. Using respectful language to discuss different families.	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. Identifying ways families might make children feel unhappy or unsafe.	N/A

• **Friendships** • **Respectful relationships**	To know that we share toys so that everyone feels involved and no one feels left out or upset. Developing strategies to help when sharing with others. Exploring what makes a good friend. To understand that different people like different things. To understand	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome. Exploring how friendship problems can be overcome. Exploring friendly behaviours. To know that it is called stereotyping when people think of things	To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing. Understanding difficulties in friendships and discussing action that can be taken. To understand some ways people show their feelings. To understand	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 ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs. To know that trust is being able to rely on someone and it is an important	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. Exploring physical and emotional boundaries in friendships. To understand the courtesy and manners which are expected in different scenarios. To	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. Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship. To understand that positive attributes are the good qualities that	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise. Identifying ways to resolve conflict through negotiation and compromise. To understand what respect is. To understand that everyone deserves respect but respect can

	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. 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.	as being 'for boys' or 'for girls' only. 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.	what good manners are. To understand some stereotypes related to jobs. Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations.	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. Identifying who I can trust. Learning about the effects of non verbal communication. Exploring the negative impact of stereotyping.	understand some stereotypes related to disability. Exploring how my actions and behaviour can affect other people.	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. 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).	be lost. To understand that stereotypes can lead to bullying and discrimination. Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.

• **Change and loss**	N/A	N/A	To know that there are ways we can remember people or events. Exploring how loss and change can affect us.	N/A	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives. Discussing how to help someone who has experienced a bereavement.	N/A	To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies. Exploring the process of grief and understanding that it is different for different people.
Health and Wellbeing. • **Health and prevention**	To know that having a naturally colourful diet is one way to try and eat healthily,	To understand we can limit the spread of germs	To know that food and drinks with lots of sugar are bad for our teeth.	To understand ways to prevent tooth decay.	To know key facts about dental health.	To understand the risks of sun exposure.	To understand that vaccinations can give us

• **Physical health and wellbeing**	Discussing ways that we can take care of ourselves. To know that exercise means moving our body and is important. To know that yoga can help our bodies and minds relax. Exploring how exercise affects	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. Learning how to wash my hands properly. Learning how to deal with an allergic reaction. To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring the effect that food and drink can have on my teeth. To explain the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that	Discussing why it is important to look after my teeth. To understand the positive impact relaxation can have on the body. To know the different food groups and how much of	Developing independence in looking after my teeth. To know that visualisation means creating an image in our heads. Identifying what makes me feel calm and relaxed.	Developing independence for protecting myself in the sun. 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	protection against disease. To know that changes in the body could be possible signs of illness. Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health. To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a

	different parts of the body.	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.	breathing techniques can be a useful strategy to relax. 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.	each of them we should have to have a balanced diet. Learning stretches which can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	Learning visualisation as a tool to aid relaxation.	amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality. Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.	habit is a behaviour that we often do without thinking and that we can have good and bad habits. Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle.
• **Mental health**	To name some different feelings and emotions. To know that I am a valuable individual. To know that facial expressions can	To know that strengths are things we are good at. To know that qualities	To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive	To understand the importance of belonging. To understand what being lonely means and that it is not the same as being alone. To	To know that different job roles need different skills and so some roles may suit me more than others. To know	To understand what can cause stress. To understand that failure is an important part of success.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).

	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. Identifying how characters within a story may be feeling. Identifying and 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	describe what we are like. To know the words to describe some positive and negative emotions. Identifying personal strengths and qualities. Identifying different ways to manage feelings.	about challenges and finding ways to overcome them. Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self respect.	understand what a problem or barrier is and that these can be overcome. 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.	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. Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or	Taking responsibility for my own feelings.	To know the effects technology can have on mental health. Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.

	behaviour, socially and emotionally. Coping with challenge when problem solving.				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.		
Safety and changing bodies. • **Being safe (including online)**	To know that some rules are in place to keep us safe. To know how to	To know that some types of physical contact are never appropriate. To	To know the PANTS rule. To know that I should tell an adult if I see	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	To understand that there are risks to sharing things online. To know the difference	To know the steps to take before sending a message online (using the THINK	To understand that online relationships should be treated in the same way as

	behave safely on the pavement and when crossing roads with an adult. Considering why it is important to follow rules. Exploring what it means to be a safe pedestrian.	know what to do if I get lost. To know that a hazard is something which could cause an accident or injury. 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.	something which makes me uncomfortable online. To understand the difference between secrets and surprises. To know the rules for crossing the road safely. Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.	being safe near roads. 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.	between private and public. 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.	mnemonic). To know some of the possible risks online. Developing an understanding of how to ensure relationships online are safe.	face to face relationships. To know where to get help with online problems. Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems.
• **Drugs, alcohol and tobacco.**		To know that some things are unsafe to put	To know that medicine can help us when	To understand that other people can influence our choices. Exploring that people and things can	To understand the risks associated with	To know some strategies, I can use to overcome	To understand the risks associated with drinking alcohol.

	N/A	onto or into my body and to ask an adult if I am not sure. Learning what is and is not safe to put in or on our bodies.	we are ill. To understand that we should only take medicines when a trusted adult says we can. Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.	influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.	smoking tobacco. Discussing the benefits of being a non-smoker.	pressure from others and make my own decisions. Learning to make 'for' and 'against' arguments to help with decision making.	Discussing the reasons why adults may or may not drink alcohol.
• **The changing adolescence body**	N/A	N/A	To know the names of parts of my body including private parts.	N/A	To understand the physical changes to both male and female bodies as people grow from children to adults. Discussing some physical and emotional	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	To understand how a baby is conceived and develops. Discussing problems which might be encountered during puberty and using knowledge to help.

					changes during puberty.	happens at different ages for different people. Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.	
• **Basic first aid**	N/A	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	N/A	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 what to do in a medical emergency,	To know that asthma is a condition which causes the airways to narrow. Learning how to help someone who is having an asthma attack.	To know how to assess a casualty's condition. Learning about how to help someone who is bleeding.	To know how to conduct a primary survey (using DRSABC). Learning how to help someone who is choking. Placing an unresponsive patient into the

		police, fire service and the ambulance service. Practising making an emergency phone call.		including calling the emergency services.			recovery position.
Citizenship	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	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	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	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 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	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 is of benefit to the environment. To understand that councillors have to balance	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,	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

	special times in different ways. Beginning to understand why rules are important in school.	different and that this is a good thing. 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.	democracy works in school through the school council. To understand that different groups of people make different contributions to the community. 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	breaking rules. To understand the role of charities in the community. 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 difference to recycling rates at home/school. Identifying local community groups and discussing how these support the community.	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. 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 groups bring to the local community. Discussing the positives	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. 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	prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors. 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 help look after the school environment. Recognising the contribution people make to the local community.		diversity brings to a community.	and how this is recognised. Developing an understanding of how parliament and Government work. Identifying ways people can bring about change in society.	to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.
Economic wellbeing	**N/A**	To know that coins and notes are types of money and have different values. To know that notes are higher in value than coins. To know that it is wrong to steal money. To know that money is valuable and needs to be looked after. To	To know that many adults earn money by having a job. To know some basic needs for survival, such as food, water and shelter. To know that saving money is when we keep some money and don't spend it straight away.	To know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets. To know that spending should be based on necessity, importance, and available budget. To know that budgeting is planning how to spend and save the money that you have	To know that getting value for money involves considering the cost, usefulness and quality of items. To know that purchases can be influenced by needs, wants, peer pressure, and advertising.	To know that being 'in debt' or 'having debt' means that you have spent more money than you have and owe money to others or the bank. To know the difference between money earned (income)	To know that our emotions can be linked to money. To know an online scam is when someone uses the internet to trick or deceive people into giving away their money or personal information. To know that a

		know that money should be stored in a safe place to keep it secure and should not be displayed in public places. To know that they should not show or give money to strangers. Exploring how money is used by people. 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. Listening to descriptions of professions.	To know that it is important for workplaces to include a variety of people to bring different viewpoints and skills. Explaining adult money sources. Identifying whether something is a want or need. Comparing and contrasting 'wants' and 'needs'. Exploring personal skills and talents. Exploring the reasons why people choose certain jobs. Identifying some ways to make an environment inclusive and	available. To know that money can cause us to have positive and negative feelings. To know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet. To know that different jobs contribute to our society in different ways. To know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or	To know that people often earn interest when they keep savings in a bank account. To know that earning interest is when the bank gives you some extra money as a reward for keeping your money with them. To know that people often change jobs or careers multiple times in their lives. To know that stereotypes can be made on age, gender, culture, ability and interest and hobbies. Recognising value for	and money spent (expenditure). To know that borrowing money, like loans or credit, involves the responsibility to pay it back with interest. To know that when a bank or someone lends you money, they may ask you to pay back more than what you borrowed. The extra amount is the interest, which is like a fee for using someone else's money. To know that they should be cautious about sharing financial information. To	secure password should have a combination of letters, numbers and special symbols and be kept secret from others. To know that at secondary school they may have to manage different types of expenses like lunches, travel costs, school materials, and social activities. To know that gambling or betting is paying to play a game where you don't know if you will win more money or lose your money. To know that gambling can cause people to lose a

		Thinking about questions they would like to ask others about their job. Describing what different people do in their jobs.	fair. Reflecting on the importance of individuality and diversity.	other characteristics. To know that it is important to consider what they are good at and enjoy doing when choosing future careers. To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations. Considering pros and cons of payment methods. Contemplating budgeting benefits. Planning and calculating within a budget. Discussing	money. Understanding differing opinions on spending. Recognising how to track money spent and saved. Understanding reasons for using a bank. Exploring how to safeguard money effectively. Identifying influences on job choices. Understanding careers can change. Challenging workplace stereotypes.	know that money can cause a range of emotions, from stress and anxiety when finances are tight, to happiness and excitement when they can afford something they want. To know that their educational choices and personal interests can play a significant role in determining their future career options and opportunities. To know that it is important to challenge work-related	lot of money and can be very addictive. To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way Developing emotional intelligence related to financial matters. Applying coping strategies for managing financial emotions. Assessing risks in both physical and digital financial environments. Implementing

				attitudes and feelings about money. Developing empathy in financial situations. Handling negative financial emotions. Making ethical spending decisions. Assessing impact of spending choices. Reflecting on future job based on goals. Challenging and understanding workplace stereotypes. Ranking factors influencing job choices.		stereotypes to create a more inclusive and fair work environment. Discussing money risks and management. Making and prioritising budgets. Discussing money's role in career choices. Assessing loan and borrowing responsibilities and suitability. Implementing money safeguarding strategies. Navigating emotional implications in financial situations. Seeking guidance for financial	safeguarding measures for money in real-world scenarios. Adapting to financial changes associated with transitioning to secondary school. Preparing personally for financial and career changes in secondary school. Identifying different forms of gambling and understanding their risks. Applying responsible gambling attitudes in real-world situations. Recognising various workplace

						dilemmas. Integrating factors to inform career decisions.	environments and their characteristics. Identifying career options in multiple sectors. Evaluating the suitability of different career paths. Aligning career options with personal interests and strengths.
Identity	N/A	N/A	N/A	N/A	N/A	N/A	To know that identity is the way we see ourselves and also how other people see us. Discussing 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.
Transition	To understand that changes can be both positive and negative. Recognising our own strengths.	To understand that changes can be both positive and negative. Recognising our own strengths.	To understand that change is part of life. Identifying people who can help us when we are worried about changes.	To understand that change often brings about more opportunities and responsibilities. Learning strategies to deal with change.	To know that setting goals can help us to achieve what we want. Recognising our own achievements. Being able to set goals.	To understand the skills needed for roles in school. Recognising own skills and how these can be developed.	To know that a big change can bring opportunities but also worries. Exploring a greater range of strategies to deal with feelings associated with change.