



Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Core	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Show more confidence in new social situations.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<ul style="list-style-type: none"> -To learn the skills to play cooperatively with others -To be able to consider others' feelings -To know what being unique means -To know that they don't have to be 'the same as' to be a friend -To identify some ways they can be different and the same as others <p>Identify and use skills to stand up for themselves</p> <ul style="list-style-type: none"> - to be able to explain what they need to do to stay healthy -To recognise how exercise makes them feel -To give examples of healthy food - To identify what jobs they do in their family and those carried out by parents/carers and siblings 	<ul style="list-style-type: none"> - To set a goal To understand the importance of food. -To discuss a variety of food. -To understand some basic hygiene principles. -To understand how to keep teeth healthy. -To understand how teeth change as we grow up. -Pupils learn about how germs are spread, how we can prevent them spreading and people who help us stay healthy and well. -To understand why voting is important. -To identify the qualities of a good friend. -To explain the importance of compliments. -To recognise achievements. -To identify what to say to a new friend. -To know there are different types of family and that all families have a special role in children's lives. 	<ul style="list-style-type: none"> -To be able to recognise and name the 5 groups from the Eatwell plate. -To understand the benefits of eating at least 5 portions of fruit and vegetables. -To understand how the UK parliament is formed. -To explore needs and wants. -To understand life in different countries. -To explore how life is different around the world. - To explore gender stereotypes in careers. - To introduce the concept of male and female and gender stereotypes. To identify differences between males and females. - To know that everyone needs to be cared for. - To know how they can care for others. -To know about different types of families. 	<ul style="list-style-type: none"> - To set a goal -To explore family differences and challenge stereotyping. To understand that people sometimes have stereotypes about families. - To know about stereotyping of males and females. To understand the link between gender stereotyping and discrimination. -Pupils learn the definition of a vaccination, how the immune system functions and how they work to keep us healthy. -Pupils learn about what identity is and explore what makes everyone unique and special. -To understand the rights of a child. -To understand the link between 	<ul style="list-style-type: none"> - To set a goal. -To recognise positive things about themselves. To challenge gender stereotyping. -To understand how stereotypes can label people. -To understand what we spend money on. -To understand ways to save and the benefits of saving. -Learn about and practise kindness and coping skills and why they are important in first aid. -Learn about kindness and helping others. Learn how to care for yourself and others -Feel able to help someone who needs first aid (asthma attack). -Learn about kindness and helping others. Learn about coping skills. -Learn how to care for yourself and others. Feel able to help someone who 	<ul style="list-style-type: none"> -To understand how to keep safe when cycling. -To understand gender stereotypes. -To understand deductions from payslips. -To understand budgeting. -To understand reasons for migration. -To explore migration. -Pupils learn about different sources of health information and how we can make informed decisions. -To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living. -To understand that if antibiotics are taken, it is important to finish the course. - To explore how and why people are excluded. -To review a day's menu and provide feedback on how it can be improved. -To explain the function of nutrients and fibre. 	<ul style="list-style-type: none"> -To set a goal -To learn what is meant by privilege -To understand the concept of appearance ideals. -To learn to identify and critically evaluate current hair beauty stereotypes. - Consider the effects of media and social media on their hair attitudes and beliefs. -Consider the relationship between hair appearance pressures & bullying. -To know there are a range of salaries for different jobs.- To understand 'value for money'.-- To understand stereotypes associated with homelessness. -To understand hidden homelessness. - To challenge gender stereotypes. - To identify the qualities of a good



	<p>Show interest in different occupations.</p>			<ul style="list-style-type: none"> - To know their home life is special. - To understand pride. -To recognise how it feels to be proud of someone else. -To explain why you are proud of someone else. 	<p>being paid to do a job and having money to spend.</p> <ul style="list-style-type: none"> -To make consumer choices and explain their decisions. -To explain why democracy is important. -To understand what food groups make up meals. -To explain how food choices can contribute to tooth decay. 	<p>needs first aid (broken bone). Understand that infection can be spread through unclean hands and that handwashing can prevent the spread of infection.</p> <ul style="list-style-type: none"> -Learn that infection can spread through sneezing and coughing -Understand that covering the mouth when sneezing can prevent the spread of infection. -To understand that food gives us energy. To understand the importance of nutrients. - Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use. 	<ul style="list-style-type: none"> -To explain the reasons it is important to keep hydrated. 	<p>friend.</p>
Safeguarding	<ul style="list-style-type: none"> - Become more outgoing with unfamiliar people, in the safe context of their setting. <p>Increasingly follow rules, understanding why they are important.</p>	<ul style="list-style-type: none"> - Can explain what to do if a stranger approaches them - Know the names of some emotions such as happy, sad, frightened, angry - Recognise how kind words can encourage people 	<ul style="list-style-type: none"> - To be able to identify different behaviours which might be bullying. -To sort wants and needs. -To explore boy and girl needs and wants. 	<p>To learn why medicines are taken.</p> <ul style="list-style-type: none"> -To learn where medicines come from. -To learn how to stay safe around medicines. 	<ul style="list-style-type: none"> -To explain how to keep safe when walking on roads. -To explain how to keep safe when walking on roads. -To learn how to be safe on dark roads. 	<ul style="list-style-type: none"> - -To learn that there are drugs (other than medicines) which are common in everyday life, and why people choose to use them. 	<ul style="list-style-type: none"> -To explain that different types and portions of foods and drinks provide different amounts of energy. -To explore the concept of fairness and how people 	<ul style="list-style-type: none"> -To learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs.



		<ul style="list-style-type: none"> - Can recognise what being angry feels like - understanding safety in on and off line - know who to deal with bullying - to identify ways to respect your body 	<ul style="list-style-type: none"> -To celebrate being me. Difference and similarities. -To teach children about personal information. -To understand personal information. -To identify places and people who make me feel safe. - To explain what a safe and inviting classroom looks like. - To identify how to keep safe at home. - To learn about what can go into our bodies and how it can make people feel. - To learn about what can go into our bodies and how it can make people feel. - To recognise positive qualities in themselves. - To identify the qualities of a good friend. - To understand 'bad' secrets. -to recap what a good friend is 	<ul style="list-style-type: none"> -To identify what bullying is and how it makes people feel. -To explain how to resolve conflict. -To understand what personal information is. -To understand who to trust online. -To understand conflict. -To explain what to do when conflict escalates. -To explain how to resolve conflict -To be able to identify and make safe risks and hazards in and around the home. -To be able to make an emergency call to 999. -To be able to identify risks and hazards at school and know how to keep themselves safe. -To identify the qualities of a good friend. -To understand and learn the PANTS rules. -To understand that they have the right to say "no" to unwanted touch. 	<ul style="list-style-type: none"> -ANTIBULLYING WEEK -To develop an awareness and definition of bullying and unkindness. -To explore ways of resolving conflict. -To explore ways of resolving conflict. - To understand how to stay safe online. -To learn the definition of a drug and that drugs (including medicines) can be harmful to people. -Learn about the effects and risks of smoking tobacco and second hand smoke. -Know what to do and how to call for help if you are faced with an emergency situation. - To identify the qualities of a good friend. - To know you can say no to bad touch. 	<ul style="list-style-type: none"> -To learn about the effects and risks of drinking alcohol. -To learn about different patterns of behaviour that are related to drug use. -To developing an awareness of the role of victims, bullies, and bystanders. - To explain how to keep safe around water. -To explain how to keep safe around water. -To understand that not everything online is trustworthy. -To make decisions on what they trust online using agreed criteria. -To understand how images are manipulated online. - To identify the qualities of a good friend. - To understand aspects of discrimination. -To understand rights in a friendship. -To understand responsibilities in a friendship. -To understand rights and 	<ul style="list-style-type: none"> decide what is fair and unfair. -Understand what first aid is Learn first aid skills. Feel able to help someone who needs first aid. How to help someone with a burn. -Understand what first aid is Learn first aid skills -Feel able to help someone who needs first aid. Know how to make an emergency call. A How to help someone with head injury. OR B How to help someone who is bleeding a lot. -To understand content which may be appropriate or inappropriate to share online. -To identify appropriate people to turn to for help. -To develop a sense of belonging. -To develop a sense of belonging. -To develop a sense of belonging. -To recap the qualities of a good friend. 	<ul style="list-style-type: none"> -To learn about assessing the level of risk in different situations involving drug use. -To learn about assessing the level of risk in different situations involving drug use. -To learn about ways to manage risk in situations involving drug use. -To understand what trust means when online. -Identify different tactics someone might use to manipulate another person online. -Explain what to do if someone tries to pressure or manipulate them. -To begin to identify risks and risky behaviour. -To begin to identify risks and risky behaviour. - To understand the difference between a healthy and unhealthy relationship. - To explore ways to communicate in a relationship and know when it is
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Mental Well being	<ul style="list-style-type: none"> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Develop appropriate ways of being assertive. 	<ul style="list-style-type: none"> -Identify feelings associated with belonging -Be able to consider others' feelings -Know the names of some emotions such as happy, sad, frightened, angry -Recognise emotions when they or someone else is upset, frightened or angry -Can suggest ways to make a friend or help someone who is lonely -Can recognise what being angry feels like -Recognise that changing class can elicit happy and/or sad emotions -Know what a challenge is -Know that it is important to keep trying -Know what a goal is -Understand that challenges can be difficult -Resilience -Recognise some of the feelings linked to perseverance 	<ul style="list-style-type: none"> - To identify a range of emotions - To understand and recognise positive and difficult emotions. - To learn about the importance of sleep as part of a healthy lifestyle and the impact device use can have on sleep. 	<ul style="list-style-type: none"> -To recognise and describe different feelings in themselves and others. - Learn that feelings change and that not everyone experiences the same feeling in the same situation. - Learn about 'big' feelings and how to manage them. 	<ul style="list-style-type: none"> - To learn about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good. - Learn about ways of expressing feelings and emotions and why this is important. - To identify positive thoughts. - To explore the concept of self-talk. - To explore the concept of self-talk. 	<ul style="list-style-type: none"> -To learn about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good. - Learn about ways of expressing feelings and emotions and why this is important. - Pupils learn about prejudice and how discrimination can affect people. - To understand how a child's online actions can affect others. 	<ul style="list-style-type: none"> - Learn how to talk about mental health & wellbeing. Know who can help us and how to ask for help. Know the difference between a big and a small feeling. Learn how to be a good listener. - To know how to deal with feelings in relationships 	<ul style="list-style-type: none"> - To learn how to talk about mental health and wellbeing. To know who can help us and how to ask for help. To know the difference between a big and a small feeling. To learn how to be a good listener. - To recap how to keep ourselves healthy. - To explain some of the health benefits of being active. - To learn about mental health; what it means and how we can take care of it. - To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times. -To identify the differences between primary and secondary school. Describe



								how it might feel to move to secondary school explain different ways of managing change. - To understand how to develop positive self-talk.
Relationships	<p>Talk with others to solve conflicts.</p> <p>Understand gradually how others might be feeling.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries</p>	<p>-Skills to play cooperatively with others</p> <p>- Know why having friends is important</p> <p>Know some qualities of a positive friendship</p> <p>Know that they don't have to be 'the same as' to be a friend</p> <p>- Identify and use skills to make a friend</p> <p>- Recognise how kind words can encourage people</p> <p>- Can say how they feel about changing class/ growing up</p> <p>- Can identify how they have changed from a baby</p>	<p>- To know they are growing and changing.</p> <p>- To know that everyone grows and changes and babies become children and then adults.</p> <p>- To understand that there are lots of different toys and that can be enjoyed by everyone, whether they are a boy or girl.</p>	<p>-To explore some of the differences between males and females.</p> <p>Understand that a male and female are needed to make a new life.</p> <p>- To name the body parts.</p> <p>To know the correct names for body parts, including reproductive/sex parts.</p> <p>- To know about growing young to old.</p> <p>To know that all living things, including humans start life as babies.</p>	<p>- To know the biological differences between males and females.</p>	<p>- To understand the main stages of the human lifecycle. To understand the changes that humans go through at the different stages.</p> <p>- To know some of the basic facts about puberty.</p> <p>To know each person experiences puberty differently.</p> <p>- To understand the importance of personal hygiene at puberty. To know about different items that help keep us clean.</p>	<p>- To think and talk about how they have grown and changed since they were babies.</p> <p>- To know about the physical changes that happen at puberty</p> <p>- To understand what menstruation and wet dreams are. To know how to manage menstruation and wet dreams.</p> <p>- To know the importance of hygiene during puberty.</p> <p>- To know how and why emotions and relationships change during puberty. To know where to get help and support to manage changes during puberty.</p>	<p>- To remind pupils about the physical, emotional and social changes that take place during puberty.</p> <p>To dispel any myths about puberty.</p> <p>- To know what constitutes a positive healthy relationship.</p> <p>To know that relationships change over time.</p> <p>- To know the difference between an adult intimate/loving relationship and other types of relationships.</p> <p>To know how a baby is made (sexual intercourse).</p> <p>- To know how a baby is made and grows (conception and pregnancy).</p>



									To know what conception and pregnancy are.

SEN Progression in PSHE

	1 year cycle where necessary	3 year cycle of 2 repeating curriculums (1 is repeated)		3 year cycle following KS2 years 3-5
Content	<u>EYFS Links</u> Being me In My World Celebrating Difference Healthy Me Relationships	<u>Year 1 links</u> Healthy eating Healthy food , Respectful Relationships, Friendships, Toy Story , Being Safe, First Aid, medicines and sleep, Going to hospital, The dentists, bedtimes , <u>Year 2 Links</u> Respectful Relationships Friendships, Playground games, Black History Month , Mental Wellbeing Where The Wild Things Are, Gorilla , Growth and development Babies, Underpants , Families and people who care for me: Mine and others families ,		<u>Lower KS2 links</u> Following year group curriculum plan: 2021-22 Year 4 2022-23 – Year 5 2023-24 Year 3 2024-25 Year 4 Year 6 where appropriate
	Stage 1	Stage 2	Stage 3	Stage 4
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