



Orchard Primary School - Progression of Knowledge & Skills in PSHE



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping Healthy	<ul style="list-style-type: none"> Understand that by exercising, eating a healthy diet and sleeping keeps us healthy. Manage basic hygiene and personal needs, including dressing and going to the toilet independently. 	<ul style="list-style-type: none"> Know the importance of personal hygiene – regular washing, bathing, showering. Know what the body needs to stay healthy, including physical activity, rest, healthy eating and oral health. Make real informed choices that would improve health and wellbeing. Know that changes such as moving home, losing pets, friends, or family and loss can affect feelings. Know who to go to when worried. 	<ul style="list-style-type: none"> Make simple choices to improve health and well-being (for example by choosing between different foods, between physical activities or knowing when sun protection is needed). Know how to be healthy such as exercising and resting. 	<ul style="list-style-type: none"> Make simple choices to improve health and well-being, including healthy eating, physical exercise, oral health and emotional wellbeing. Know how diseases are spread and how they can be controlled. 	<ul style="list-style-type: none"> Identifies some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image and media. Make informed choices about healthy eating and exercising. 	<ul style="list-style-type: none"> Know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors that affect mental health, including positive self-image. Know where individuals, families and groups can get help and support Makes judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting health and wellbeing. 	<ul style="list-style-type: none"> Explain how to stay physically and mentally healthy. Understands that the media can have an effect on Emotional Health and Wellbeing, e.g. eating disorders. Make informed choices for how to maintain health and well-being, and can explain reasons for choices.
Sex & Relationships	<ul style="list-style-type: none"> Knows that boys and girls are different. Knows the names for some parts of the body. Shows affection and concern for people who are special to them. Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 	<ul style="list-style-type: none"> Name the main parts of the body. Understand the concept of male and female. Know that there are different types of relationships – family, friends and others. Know that family and friends should care for each other. 	<ul style="list-style-type: none"> Name the main characteristics of boys and girls. Know the vocabulary for parts of the body including those related to Sex and Relationships Education. Use appropriate language for body parts including private parts of boys and girls bodies. Know which parts of the body are private. 	<ul style="list-style-type: none"> Describes how body has changed from baby to now. Identifies different types of relationships and knows how to maintain good Relationships. Know what kind of physical contact is acceptable or unacceptable. Knows who to go to if help is needed in different scenarios such as fire, injury, stranger etc 	<ul style="list-style-type: none"> Knows the importance and how to take care of own body and understands / respects cultural differences and beliefs of others. Knows and understands how to feel positive about self and body. Knows and understands some of the ways bodies and emotions change as we grow into adults. 	<ul style="list-style-type: none"> Understands simple, safe routines to prevent the spread of bacteria and viruses. Name and explain male and female body parts, relating to Sex and Relationship Education. Know and understands the ways in which boys and girls grow and develop in puberty physically and emotionally. Understands and discusses the importance of good hygiene routines when growing into an adult. 	<ul style="list-style-type: none"> Recognises different risks in different situations and can decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable. Names and explains the human reproductive organs in males and females Know the ways in which boys and girls grow and develop in puberty. Know some of the ways that people show they love and care for each other in a relationship.

			<ul style="list-style-type: none"> • Understand the importance and value of one's own body and recognise its uniqueness. • Know that individuals have rights over their own bodies, and that there are differences between good and bad touching. • Know that people can do different things according to age and development and that people grow from young to old. • Recognise that peoples' needs change with age. 			<ul style="list-style-type: none"> • Knows how people's emotions change during puberty and how to deal with feelings towards self, family and others in a positive way. • Aware of different types of relationships including those between friends and families, civil partnerships and marriage. • Know what makes a healthy relationship and understands that sometimes people make bad choices and abuse the person they are in a relationship with. • Aware that similarities and differences between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability (Equalities Act 2010). 	<ul style="list-style-type: none"> • Knows some of the reasons why adults choose to have sex in a relationship. • Knows about human reproduction including conception and that this can be prevented. • Knows and can give examples of how to keep body healthy and clean during puberty. • Understands and is aware that puberty occurs at different times for different people. • Know that pressure to behave in an unacceptable or risky way can come from a variety of sources. • Understands that abuse in relationships is against the law and know where people can go for help in this situation. Knows how to and who to go to, to ask for help and have a range of strategies to resist pressure. Realises the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including gay lesbian, bisexual and transsexual and those suffering from poor mental health), and how to respond to them and ask for help
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Staying safe

<ul style="list-style-type: none"> • Know there are people and services that can help us. • Know who to go to when help is needed. Know on a basic level that there are good and not so good secrets. Talk about basic ways to stay safe at school, home or on the way to school. 	<ul style="list-style-type: none"> • Know the role of medicines in promoting health and the reasons why people use them. Know there are healthy and less healthy drinks and some drinks that are for adults (E.G. coffee, alcohol). • Recognise the need for safety rules – road, fire, school environment, playground and home. • Know there are people and services that can help us and how to contact these eg police, fire, ambulance. • Know who to go to when help is needed. Understand there are good and not so good secrets. 	<ul style="list-style-type: none"> • Knows and uses simple skills which will help to maintain my personal safety including staying safe around hazardous or unknown substances. • Understands that all drugs can be harmful if not used properly. • Know simple rules about medicines and other substances used in the home, including solvents and that they can be harmful if not used properly. • Know the dangers from handling discarded syringes and needles and who to go to if these are found. • Know who to go to if help is needed. • Know that individuals have rights over their own bodies, and that there are differences between good and bad touching. • Know how diseases are spread and how they can be controlled or prevented. 	<ul style="list-style-type: none"> • Identifies and explains how to manage the risks in different familiar situations. • Know how to ask for help and who to go to. • Knows how to make judgements and decisions and use basic techniques for resisting negative peer pressure. • Knows how to keep self and others safe when using roads. • Knows school rules for health and safety, basic emergency procedures and where to get help for myself and others in need. • Understands that it is alright to break a secret in order to keep self and others safe. 	<ul style="list-style-type: none"> • Understands simple, safe routines to prevent the spread of bacteria and viruses. • Understand the influence of peers in making risky or unsafe choices and has some strategies to cope with peer influence and peer pressure. • Takes responsibility for own behaviour and safety and realises that actions have consequences. • Knows commonly available substances and drugs are legal and illegal. • Knows the dangers from handling discarded syringes and needles. • Understands the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. 	<ul style="list-style-type: none"> • Identifies a range of risks connected to realistic and relevant drug situations for age. • Knows where individuals, families and groups can get help and support. 	<ul style="list-style-type: none"> • Understands the effects, risks and consequences of drug use on the body and mind, including addiction and the effect on young children who are still growing. • Understand the influence of the media in relation to alcohol and drugs and where to access reliable sources of information and support around substances. • Demonstrates resistance and safety skills confidently in a range of realistic scenarios involving smoking and alcohol and other hazardous substances. • Understands the basic law in relation to substances. • Knows basic emergency aid procedures and where to get help • Recognises different risks in different situations and can decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable.
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Citizenship

<ul style="list-style-type: none"> • Confident to speak in a familiar group, will talk about their ideas. 	<ul style="list-style-type: none"> • Express a simple opinion, agreement and disagreement. Ask appropriate questions. • Understand that they belong to various groups and communities, such as family and school, and begin to contribute to the life of the class and school. • Understand what improves and what harms their local, natural and built environments and contribute to looking after them. • Recognise the effect of their behaviour on other people, and cooperate with others • Realise that money comes from different sources and can be used for different purposes 	<ul style="list-style-type: none"> • Participates in the creating of and understands the importance class/school rules. • Take part in discussions/simple debate with others about topical issues. • Know that people and other living things have needs and recognises their responsibility to meet those needs. • Describe more confidently the different groups and communities they belong to i.e. school, family, and contribute actively to the life of the class and the school. • Know what can be harmful to the environment and some ways to look after it and take responsibility for it. • Recognise the effect of their behaviour on others, and be cooperate and support others. • Realise and be able to describe that money comes from different sources and different uses of it 	<ul style="list-style-type: none"> • Knows why different rules are needed in different situations. • Know that choices we make can impact on the local and global communities. • Understand some basic facts about democracy and about some of the institutions that support it locally and nationally. • Be aware of some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different values and beliefs in society. • Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. • Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices. • Name a range of jobs, understand that they will need to develop skills to work in the future, and, 	<ul style="list-style-type: none"> • Recognises aggressive and antisocial behaviours and their effects on individuals and communities. • Understands and is aware of great diversity locally and across the world which affects peoples' choices. • Begins to respond to, or challenge, negative behaviours such as stereotyping and aggression. • Understand some basic facts about democracy and about some of the institutions that support it locally and nationally. • Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • Demonstrate respect and tolerance towards others, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices. • Talk about a range of jobs, explain how they will develop skills to work in the future, and demonstrate how to look after and save money 	<ul style="list-style-type: none"> • Talks and writes about own opinions. • Knows and is aware that circumstances in other countries and cultures may be different from our own. • Know that individual and community rights and responsibilities need to be taken into account when making decisions. • Understands that choices we make as individuals, a community and a nation impact internationally. • Understands what democracy is and about the basic institutions that support it locally and nationally • Begins to understand that 'poverty' might have different meanings to different people in different circumstances. • Appreciates the range of national, regional, religious and ethnic identities in the UK and describe some of the different beliefs and values in society • Recognises and challenges stereotypes. • Demonstrate respect and tolerance towards others, resolve differences, and begin to recognise how to support others to resolve differences, by looking at alternatives, making decisions and explaining choices 	<ul style="list-style-type: none"> • Knows why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. • Appreciates and explains the range of national, regional, religious and ethnic identities in the • United Kingdom and describe some of the different beliefs and values in society. • Aware of how the media present information and that the media can be both a positive and negative influence. • Knows about the basic institutions that support democracy locally and nationally. • Knows how to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as self • Takes part more fully in school and community activities. • Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices
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				with support, demonstrate how to look after and save money.			
Bullying	<ul style="list-style-type: none"> • Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. 	<ul style="list-style-type: none"> • Recognise that bullying is wrong and list some ways to get help in dealing with it 	<ul style="list-style-type: none"> • Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims 	<ul style="list-style-type: none"> • Understand, with support, the nature and consequences of bullying, and ways of responding to it • Recognise negative behaviours such as aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities 	<ul style="list-style-type: none"> • Understand, with support, the nature and consequences of bullying, and ways of responding to it • Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of antisocial and aggressive behaviours such as bullying and racism on individuals and communities 	<ul style="list-style-type: none"> • Describe the nature and consequences of bullying, and express ways of responding to it • Develop appropriate responses to negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities 	<ul style="list-style-type: none"> • Recognise and describe the nature and consequences of bullying, express ways of responding to it, and support others to do so • Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities