

PSHE Progression of Knowledge and Vocabulary

Me and my Relationships					
Reception		Year 1		Year 2	
Key Themes: Feelings, Getting help		Key Themes: Classroom rules. Getting help., Feelings		Key Themes: Feelings/ self-regulation, Being a good friend, Bullying and teasing, Our school rules about bullying	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
1. Talk about similarities and differences.	I can recognise and be sensitive to the differences of others.	1. Describe different feelings and how they can make our bodies feel.	I can name different feelings and how they might make me behave.	1. Recognise that people have different ways of expressing their feelings	I understand we have different ways to express our feelings.
2. Name special people in their lives.	I can name people who help me and describe ways to help others.	2. To know some strategies of dealing with 'not so good' feelings.	I can suggest ways of dealing with 'not so good' feelings and how to help others.	2. To identify different ways to respond to the feelings of others.	I can express my feelings in a safe, controlled way.
3. Describe different feelings	I can talk about feelings and what can cause them.	3. To understand how our actions can hurt the feelings of others.	I can recognise when I need help and who to ask.	3. To recognise the differences between bullying, unkind behaviour or teasing.	I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.
4. Identify who can help if they are sad, worried or scared.	I can tell you which trusted adults I can ask for help.	4. To recognise the special qualities in family and friends.	I can listen to others and wait my turn to speak.	4. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.	I can tell someone how they are making me feel.
5. Identify ways to help others or themselves if they are sad or worried.	I can help a friend if they are sad or worried.	5. To know which special people keep us safe and how.	I can tell you which trusted adults at home and school keep me safe.	5. To recognise a healthy friendship and its qualities.	I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.
Vocabulary					
Bullying, repeated, help, don't do that, bullying, teasing, regular, special, practice, effort, same, different, favourite, family, special people, friends, feelings, happy, sad, emojis, kind		Rules, safe, responsibility, work together, listening, feelings, body language, emotions, safe, support, behaviour, hurt, help, heal, friendship, making up		Happy, safe, caring, friendly, rules, feelings, showing feelings, help, friendship, bullying, repeated, don't do that, teasing, regular	
Me and My Relationships					

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Year 3		Year 4		Year 5		Year 6	
Key Themes: Cooperation, Friendships		Key Themes: Recognising feelings, Bullying, Assertive skills		Key Themes: Feelings, Friendship skills, including compromise, Assertive skills		Key Themes: Safe/unsafe touches, Assertiveness Cooperation	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
1. To know that feelings and emotions help a person cope with difficult times.	I can communicate my feelings and use this to try to manage my emotions.	1. To know that feelings can vary by intensity, person and change over time.	I can talk about how feelings change and be different for others.	1. To learn characteristics and skills in assertiveness	I can be assertive to keep myself happy, healthy and safe.	1. To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.	I can work through challenges I have with my friends with respect, assertiveness and understanding.
2. To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.	I can collaborate with a team to achieve a goal.	2. To know and understand the qualities of a 'positive, healthy relationship'.	I can read different emotions by a persons body language.	2. To apply their collaborative skills to friendships and assertiveness.	I can use strategies to resolve arguments or disagreements.	2. To practice and use strategies in compromise and negotiation within a collaborative task or activity.	I can give examples of negotiation and compromise. I can use these skills in practical situations.
3. To recognise which strategies are appropriate for particular situations.	I can accept I may not always agree with others.	3. To know when it's appropriate to say no and how.	I can say 'no' in a calm and controlled way.	3. To learn ways to resolve conflict in an assertive, calm and fair manner.	I can reflect on my behaviour, attitudes and qualities.	3. To consider the types of touch that are safe, legal and that I am comfortable with.	I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.
4. To listen to and debate ideas and opinions with others with respect and courtesy	I can listen and share my opinions respectfully.	4. To know the strategies and skills needed for collaborative work.	I can name some qualities or strategies that help team work. I am aware of others and their needs when working together	4. To identify what things make a relationship unhealthy and who to talk to if they needed help.	I am aware of the warning signs that a relationship could be unhealthy or unsafe.	4. To name assertive behaviours and recognise peer influence or pressured behaviour.	I can use assertive behaviours to keep myself safe from peer influence or pressure.

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<p>5. To recognise why friends may fall out and how to resolve issues.</p>	<p>I can say why friends may fall out and how they can make up.</p>	<p>5. To recognise bullying or pressured behaviour.</p>	<p>I can say what to do if I am, or a friend is, hurt or bullied by another person.</p>	<p>5. To recognise emotional needs according to circumstance and any risk factors that could effect them.</p>	<p>I can manage my emotional needs and any risks to them.</p>	<p>5. To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.</p>	<p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p>
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PSHE Progression of Knowledge and Vocabulary

Valuing Difference					
Reception		Year 1		Year 2	
Key Themes: Recognising and respecting difference, Being kind and caring		Key Themes: Developing tolerance , Recognising, valuing and celebrating difference		Key Themes: Listening Skills Being kind and helpful	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
1. Be sensitive towards others and celebrate what makes each person unique.	I can celebrate our differences.	1. To know the key differences between teasing, being unkind and bullying.	I can say ways in which people are similar as well as different.	1. To identify differences and similarities between others.	I can be respectful of those who are different to me.
2. Recognise that we can have things in common with others.	I can talk about my family life.	2. To recognise that everyone is different and will have different thoughts and ideas.	I can say why things sometimes seem unfair, even if they are not to me.	2. Recognise and explain how a person's behaviour can affect other people.	I can describe how someone can change someone's feelings.
3. Use speaking and listening skills to learn about the lives of their peers.	I can listen and be polite to what others tell me about their lives.	3. To celebrate and begin to show empathy for those who are different.	I can talk about what bullying is.	3. To learn and use different ways to show good listening.	I can tell you why it is important to show good listening to people who think differently to me.
4. Know the importance of showing care and kindness towards others.	I can be kind, caring and helpful to others.	4. To identify those who are special to them (and their special qualities).	I can say ways to show kindness towards others.	4. Explain how it feels to be part of a group and left out of a group.	I can name and suggest strategies to someone who feels left out.
5. Demonstrate skills in building friendships and cooperation.	I can show good listening	5. To identify ways in which we can show kindness towards others and how that makes them feel.		5. To recognise and talk about acts of kindness and how they can impact others.	I can be kind and use kind words to my friends.
Vocabulary					
Special, likes, dislikes, favourite, same, different, kind, unkind, family, home, kindness, new friend, friendship,		Same, different, difference, unkind, unkindness, tease, teasing, bully, bullying, behaviour, safe, fair, unfair, kind, special people, qualities, feelings, family		Unique, respect, special people, help, feelings, behaviour, calm, aggressive, cooperate, kindness, unkind, listening, listened, listen, problem	

PSHE Progression of Knowledge and Vocabulary

Valuing Difference							
Year 3		Year 4		Year 5		Year 6	
Key Themes: Recognising and respecting diversity, Being respectful and tolerant		Key Themes: Understanding and challenging stereotypes, Recognising and celebrating difference (including religions and cultural difference)		Key Themes: Influence and pressure of social media Recognising and celebrating difference (including religions and cultural difference)		Key Themes: Recognising and reflecting on prejudice-based bullying, Understanding bystander behaviour	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Understanding and challenging stereotypes. Recognise that there are many different types of families.	I can give examples of different types of family. I respect these differences.	1. To identify different origins, national, regional, ethnic and religious backgrounds	I can say how differences sometimes cause conflict but can also be something to celebrate.	1. To describe the benefits of living in a diverse society	I can give examples of different faiths and cultures and positive things about having these differences.	1. To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences	I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.
2. Identify the different communities that they belong to	I can give examples of different community groups and what is good about having different groups.	2. To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.	I can begin to manage conflict by using negotiation and compromise.	2. To develop an understanding of discrimination and its injustice, and describe this using examples	I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	2. To know that all people are unique but that we have far more in common with each other than what is different about us	I can show respect to others by using verbal and non-verbal communication.
3. To learn ways of showing respect through language and communication.	I can use respectful language and communication skills when discussing with others.	3. To recognise potential consequences of aggressive behaviour	I can suggest strategies for dealing with someone who is behaving aggressively.	3. To understand that the information we see online, either text or images, is not always true or accurate;	I can empathise with people who have been, and currently are, subjected to injustice, including through racism.	3. To understand and explain the term prejudice.	I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.

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	I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	4. To define the word respect.	I can demonstrate ways of showing respect to others' differences.	4. To reflect on the impact social media puts pressure on peoples' life choices.	I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.	4. To define what is meant by the term stereotype	I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.
	I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together.	5. Understand and identify stereotypes, including those promoted in the media.	I can explain why it's important to challenge stereotypes that might be applied to me or others.	5. To consider the consequences that behaviour and actions can have on a persons emotions, confidence and behaviour.	I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)	5. To describe different types of friendships and relationships and their differing positive qualities	I can recognise how the media can reinforce gender stereotypes and begin to challenge this.
	I can suggest ways to deal with bullying and prejudice.				I can reflect on how individual/group actions can impact on others in a positive or negative way.		I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.

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Keeping myself safe					
Reception		Year 1		Year 2	
Key Themes: Asking for help, Keeping healthy, Staying safe around medicines		Key Themes: How our feelings can keep us safe, Keeping healthy, Medicine safety		Key Themes: Safe and unsafe secrets, Appropriate touch, Medicine safety	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
1. Talk about how to keep their bodies healthy and safe.	I can tell you what my body needs to stay healthy.	1.To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.	I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)	To explain simple issues of safety and responsibility about medicines and their use.	I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.
2. Name ways to stay safe around medicines.	I can make safe decisions around medicines and things I don't know.	2.To recognise emotions and physical feelings associated with feeling unsafe.	I can say what I can do if I have strong, but not so good feelings, to help me stay safe	To identify situations in which they would feel safe or unsafe	I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.
3. Know how to stay safe in their home, classroom and outside.	I can name some things that can be dangerous inside and outside.	3.To learn the PANTS rule and which parts of my body are private.	I can say 'no' to unwanted touch and ask for help from a trusted adult.	To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation	I can say what I do and don't like and who to ask for help.
4. Know age-appropriate ways to stay safe online.	I can tell you what is safe to play online and who to talk to if I feel worried.	4.To understand that medicines can sometimes make people feel better when they're ill.	I can say when medicines can be helpful or might be harmful.	To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret.	I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.
5. Name adults in their lives and those in their community who keep them safe.	I can name the adults who keep me safe and when I might need their help.	5.To talk about safety and responsibility around medicines.	I can tell you how to stay safe around medicine.	To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.	I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.
Vocabulary					



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keep clean, sleep, safe, keep safe, water, unsafe, worried, food, detective, tummy, feelings, tell, fresh air, uncomfortable, adult, cuddle, trust, medicine, address, chemist, doctor, grown up

Sleep, feelings, private, consent, medicine, feelings rest, worried, trust, entertainment, safe, emotions, grow, nervous, privates, donating, harmful, loss, tired, scared, penis, risks, responsibility, lost, support, vagina, harmful, unsafe, vulva, nipples, buttocks, bottom, testicle

Sleep, safe, touch, surprise, medicines, unsafe, feelings, hurt, secret, safety, feelings, uncomfortable, worried, getting help, unsafe, tell

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Keeping Myself safe							
Year 3		Year 4		Year 5		Year 6	
Key Themes: Managing risk, Staying safe online, Drugs and their risks		Key Themes: Managing risk, Understanding the norms of drug use (cigarette and alcohol use), Influences		Key Themes: Managing risk, including staying safe online, Norms around use of legal drugs (tobacco, alcohol)		Key Themes: Staying safe online, Drugs: norms and risks (including the law), Emotional needs	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
1. To identify risk factors in given situations	I can say what I could do to make a situation less risky or not risky at all.	1. To define the words danger and risk and explain the difference between the two.	I can demonstrate strategies for dealing with a risky situation	1. To reflect on risk and the different factors and outcomes that might influence a decision.	I can suggest what someone should do when faced with a risky situation.	1. To explore the risks and legality of communicating and sharing online.	I can use safe, respectful and responsible behaviours and strategies when using social media.
2. To define the words danger and risk and explain the difference between the two.	I can demonstrate strategies for dealing with a risky situation	2. To describe the different types of things that may influence a person to take a risk.	I can give examples of people or things that might influence me to take risks and make decisions.	2. To reflect on the consequences of not keeping personal information private and the risks of social media.	I can protect my personal information online. I can recognise disrespectful behaviour online.	2. To describe and explain how easily images can be spread online.	I can give examples of how to safely share images online.
3. To define the word 'drug' and understand that nicotine and alcohol are both drugs.	I can identify some key risks from and effects of cigarettes and alcohol.	3. To understand and explain the risks that cigarettes and alcohol can have on a person's body.	I can give reasons for why most people choose not to smoke, or drink too much alcohol.	3. To explore categorisation of drugs, the risks associated with medicines.	I can identify the risks in a specific situation (including emotional risks).	3. To explain some of the laws, categories and uses of drugs (both medical and non-medical)	I can explain how social norms around alcohol can influence a persons decision whether to drink alcohol or not.
4. To recognise potential risks associated with browsing online.	I can give examples of strategies for safe browsing online.	4. To understand that influences can be both positive and negative.	I can explain what might happen if people take unsafe or inappropriate risks.	4. To learn some key facts and information about drugs and medicines.	I can discuss social norms relating to cigarettes and what may influence a persons decision to not smoke.	4. To understand the definition of an emotional need and how they can be met.	I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.
5. To recognise and describe appropriate	I can identify personal information and	5. To know and explain strategies for safe online	I can identify images that are	To recognise the features of face to face and online	I can support someone who is being bullied.	5. To explore and understand the terms 'conflicting	I can begin to make decisions

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behaviour online as well as offline.	when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.	sharing. To understand and explain the implications of sharing images online without consent.	safe or unsafe to share online.	bullying and the strategies that deal with it.		emotions', responsibility and independence.	independently and responsibly.
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Rights and Responsibilities					
Reception		Year 1		Year 2	
Key Themes: Taking care, Making choices		Key Themes: Looking after things,		Key Themes: Cooperation and self-regulation	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Understand that they can make a difference.	I can help my family.	To identify ways of taking care of their health.	I can wash my hands correctly.	To identify strategies in cooperation.	I can make choices that help me play and work well with others.
Identify how they can care for their home, school and special people.	I can help to clean and tidy my home and classroom.	To identify how others take care of their environment.	I can name ways to look after my home and school.	To identify strategies in self-regulation.	I can use some strategies when I feel upset or angry.
Talk about how they can make an impact on the natural world.	I can tell you some ways to look after our world.	To take care of something or someone else.	I can look after a special person or thing.	To name ways to stay safe when using the internet.	I can ask for help from a trusted adult.
Talk about similarities and differences between themselves.	I can be kind to friends and others.	To talk about the importance of looking after money.	I can tell you some things that money is spent on.	To recognise that they have a responsibility to help care for their immediate and broader environment.	I can name some ways I can look after my environment.
Demonstrate building relationships with friends.	I can talk about looking after money.	To learn what to do when someone is injured.	I can get help if someone has hurt themselves.	To learn about saving and spending money.	I can make choices with money.
Vocabulary					
Family, friends, working together, environment, money, look after, responsibility, litter, shop, save, help each other, helpful, electricity, buy, safe, place, be alone, caring, pollution, cost, recycling, pay		Behaviour, environment , needs, money , first aid, consequences, responsibility , responsible, cost, bank, risk, special person, responsibility, bills, coin, accident, promise, rules, spending, note, danger, afford, worth, hazard, saving, kettle, safe , burn, scald, accident, emergency		Responsibility , feelings, safe , gamer, money , environment , help control, unsafe, personal information, spending , responsibility , share, erupt, uniform, internet, saving , take turns, ask for help, risk , listen	

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Year 3		Year 4		Year 5		Year 6	
Key Themes: Skills we need to develop as we grow up, Helping and being helped		Key Themes: Making a difference (different ways of helping others or the environment), Media influence, Decisions about spending money		Key Themes: Decisions about lending, borrowing and spending, Rights and responsibilities relating to my health, Rights and responsibilities		Key Themes: Earning and saving money, Understanding media bias, including social media, Caring: communities and the environment	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
To talk about and identify people who help them in school and the community.	I can identify people who help me in different ways.	To learn about human rights and responsibilities and how they can impact their community.	I can name some responsibilities and rights that I have.	To identify, write and discuss issues currently in the media concerning health and wellbeing.	I can develop ideas and opinions based on a current issue. I can present these with a group.	To analyse and reflect on bias in the media.	I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.
To learn differences between 'fact' and 'opinion'	I can spot 'facts' and 'opinions' to help me share ideas.	To recognise that they have a part in caring for and supporting their community.	I can share ideas and make decisions that effect others.	To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community.	I can identify how the responsibilities of others impact me and my community.		I can discuss the reasons why people post online and the positive and negative effects relating to social media.
To discuss, plan and evaluate ways of helping the environment.	I can make a plan.	To recognise influences, facts and opinions and doing so in a critical manner.	I can give my own opinion based on facts, opinions and other influences.		I can give examples of barriers that can stop others following their responsibilities.	To discuss methods of saving and considerations for spending money.	I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.
	I can choose a method.	To identify the impact of bystander behaviour and how they can make a difference to a situation.	I can give examples of how I can support others as a bystander.	To identify the responsibilities to my home, community and environment I might have in the future.	I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the	To discuss voluntary and pressure groups and their role in making changes to our communities and environments.	I can describe how a group of people can make a change. I can reflect on my role in making a change in my

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					environment. I can give real examples of each that relate to me.		community or environment.
To learn about saving, spending and essential purchases.	I can identify different times and reasons to spend money.	To define terms related to finance and explain how society is supported by the income of others.	I can explain how others have a financial responsibility to their families and community.	To consider what advice to give relating to saving and borrowing money.	I can suggest ways to spend and save money responsibly.	To identify or suggest ways that help the environment.	I can suggest ways that I can help my environment.
To consider how money is earned and the different factors effecting this.	I can give examples of how people earn money.	To learn about human rights and responsibilities and how they can impact their community.	I can give examples of choices and decisions with money that will affect me.	To define financial terms and explain how others have financial responsibility for the community.	I can explain some things about finance and money. I can name a person who deals with money in my community.	To define 'democracy' and explain how laws are made.	I can give examples of why we need a democratic society and how laws keep us safe.

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Being My Best					
Reception		Year 1		Year 2	
Key Themes: Making healthy choices, Being persistent		Key Themes: Keeping healthy, Growth Mindset		Key Themes: Looking after my body, Growth Mindset	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Feel resilient and confident in their learning.	I can keep trying if the way I choose doesn't work.	To recognise how a healthy variety of food can make us feel great.	I can choose a healthy meal with different food groups.	Explain the stages of the learning line showing an understanding of the learning process	I can explain what happens when I learn something new.
Name and discuss different types of feelings and emotions.	I can talk about the different types of feelings we have.	Recognise that learning a new skill requires practice and the opportunity to fail, safely	I can be persistent when learning a new skill.		I can explain how setting a goal or goals will help me to achieve what I want to be able to do.
Learn and use strategies or skills in approaching challenges.	I can have a go at something new.		I can name a few different ideas of what I can do if I find something difficult.	To understand the importance of good hand and dental hygiene.	I can explain how hand hygiene stops virus' and germs from spreading.
Understand that they can make healthy choices.	I can make my own healthy food choices.	To identify strategies to resolve conflict.	I can help my friends when they fall out.	To recognise what the body needs to have energy and stay well.	I can give examples of what I can do and give to my body to stay healthy.
Name and recognise how healthy choices can keep us well.	I can make healthy sleep and exercise choices.	To give and receive praise	I can explain why praise helps me to keep trying.	To identify parts of the body that process food and create energy.	I can name different parts of my body that are <i>inside</i> me and help to turn food into energy.
Vocabulary					

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Being My Best							
Year 3		Year 4		Year 5		Year 6	
Key Themes: Keeping myself healthy, Celebrating and developing my skills		Key Themes: Having choices and making decisions about my health, Taking care of my environment		Key Themes: Growing independence and taking responsibility, Media awareness and safety		Key Themes: Managing risk, Aspirations and goal setting	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
To recognise how different food groups work in our body.	I can choose foods that make a balanced meal.	To identify how they and their friends are unique.	I can say how being unique makes everyone special, different and valuable.	To describe the four main internal systems of the human body.	I can explain how one organ functions and how it contributes to the health of my body.	To consider how healthy wellbeing and mental health can contribute to a persons aspirations and success.	I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.
To explain how some infectious illnesses are spread from one person to another.	I can explain how washing hands can prevent infections spreading.	To recognise that we all make different choices because we are unique.	I can give examples of choices I make and the choices others make for me.	To understand the actual norms around smoking and the reasons for common misperceptions of these.	I can explain how choices relating to smoking and drinking can effect a persons health.	To define aspirations and goals.	I can set goals so that I can achieve an aspiration.
To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes.	I can describe how food, water and air get into the body and blood.	To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.	I can plan a healthy, balanced meal.	To identify the skills and qualities that make us successful and achieve our best.	I can think of ways to improve a skill and the strategies that will help me do this.	To recognise that we will meet challenges on the way to achieving our goals.	I can tell you how I can overcome problems and challenges on the way to achieving my goals.
To identify my achievements and skills to work on.	I can set goals and make a plan to develop a new skill.		I can give examples of the ways people can look after their physical and mental wellbeing.	To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.	I can name several qualities that make people attractive that are nothing to do with how they look, but	To understand and explain the outcomes of risk-taking in a given situation, including emotional risks.	I can identify risk factors in a given situation

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					about how they behave.		
To explain how skills are developed.		To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)	I can give different examples of some of the things that I do already to help look after my environment.	To consider the different responsibilities that they and others have for their health and wellbeing.	I can give examples of how I am independent and manage my own success.	To understand risks related to growing up and explain the need to be aware of these.	I can assess the level of risk and explain how a risk can be reduced.
To recognise how different food groups work in our body.	I can choose foods that make a balanced meal.	To identify how they and their friends are unique.	I can say how being unique makes everyone special, different and valuable.	To describe the four main internal systems of the human body.	I can explain how one organ functions and how it contributes to the health of my body.	To consider how healthy wellbeing and mental health can contribute to a persons aspirations and success.	I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.

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Growing and changing					
Reception		Year 1		Year 2	
Key Themes: Life cycles, Girls and boys		Key Themes: Getting help, Becoming independent, Body parts		Key Themes: Being supportive, Dealing with loss, Life cycles	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Understand that there are changes in nature and humans.	I can describe the life cycle of an animal.	To think of what babies need to stay happy and healthy.	I can tell you some things that babies need.	To give positive feedback to someone.	I can give support to a friend.
Name the different stages in childhood and growing up.	I can describe how a baby grows to an adult and what they might need.	To identify the changes they have made since they were a baby.	I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.	To recognise the range of feelings associated with loss and to discuss things people can do to feel better.	I can describe feelings of loss and suggest what someone can do if a friend moves away.
Understand that babies are made by a man and a woman.	I can tell you some things about how babies are made.	To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.	I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.	To identify the different stages of growth and what people are able to do at these different stages.	I can describe the stages of growth I have been through and what I look forward to in my future.
Use the correct vocabulary when naming the different parts of the body.	I can tell you the scientific names for my body parts.	To identify some internal organs and systems and those body parts which are private.	I can name the body parts girls and boys have that are the same and which body parts are different.	To identify the human private parts/genitalia and explain that they are used to make a baby.	I can name the human private parts that are used to make a baby.
Know how to keep themselves safe.	I can tell you the PANTS rule.	To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.	I can name the adults I can talk to at home and school if I need help.	To explain who can see someone's private part, what consent means and how to protect privacy.	I can talk about keeping private parts private.
Vocabulary					

PSHE Progression of Knowledge and Vocabulary

Growing and changing							
Year 3		Year 4		Year 5		Year 6	
Key Themes: Growing and changing , Keeping safe, Relationships, Menstruation		Key Themes: Managing difficult feelings, Relationships including marriage, Body changes during puberty		Key Themes: Managing difficult feelings, Getting help, Managing change		Key Themes: Keeping safe, Body Image	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.	I can explain what body space is and how it feels when someone is too close to me.	To identify the different emotional reactions to different types of change and discuss.	I can describe how change can make a person feel (both negative and positive).	To describe the intensity of different feelings and strategies to build resilience.	I can begin to manage challenging emotions by building my resilience.	To identify types of emotional responses and some strategies for coping with change.	I can name some of the feelings and emotions people have during change.
To identify the different types of relationships people have and their different purposes and qualities.	I can tell you some of the different relationships I have.	To understand how the onset of puberty can have emotional as well as physical impact.	I can explain why young people can have mixed up feelings when they go through puberty.	To understand the different types of feelings and emotions associated with puberty.	I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.	To identify the physical and emotional challenges faced during puberty and the strategies or support available for this.	I can give examples of how someone could cope with or get support during puberty.
To identify what makes a positive relationship and what makes a negative relationship.	I can tell you what qualities a healthy positive relationship has.	To learn what happens to a woman or a mans body during puberty and that this is linked to reproduction.	I can explain why puberty happens.	To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.	I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.	To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities.	I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.
To identify puberty changes.	I can describe how a girls and boys body will change	To know the key facts of the menstrual cycle and	I can talk about how people feel during puberty and	To identify the different types of products someone	I can explain, using the correct vocabulary, the	To identify the risks of sharing images online	I can explain how to stay safe when sharing images

PSHE Progression of Knowledge and Vocabulary

	when it reaches puberty.	understand that periods are a normal part of puberty.	the menstruation cycle and ways to help cope with the changes.	might use during puberty or menstruation.	menstuation cycle and puberty changes and the products people might need.	and understand how online influences can cause people to take unsafe risks.	and information online.
To explain menstruation cycle as something that happens when a sperm does not meet an egg.	I can tell you what happens to a womans body when the sperm does not meet the egg.	To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.	I can explain why some people choose to get married, have a civil ceremony or live together.	To explain how people might feel at times of change and loss. To consider strategies when coping with this.	I can give examples of feelings and emotions people have at times of change.	To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.	I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.