

KPS – PSHE & RSHE Progression of Skills

Core Theme: Health and Wellbeing

Healthy Lifestyles – Spring 1

	YR	Y1/Y2 Cycle A	Y1/Y2 Cycle B	Y3/4 Cycle A	Y3/4 Cycle B	Y5/6 Cycle A	Y5/6 Cycle B
Sun Protection	Children know that when it is sunny we have to drink more and wear sun protection - glasses/hat	Children know that when it is sunny we have to drink more and wear sun protection - glasses/hat	Children know that when it is sunny we have to drink more and wear sun protection - glasses/hat	Children understand the risks associated with sun exposure and how to stay safe , they also know that we get Vitamin D from the sun and this helps our bodies	Children understand the risks associated with sun exposure and how to stay safe , they also know that we get Vitamin D from the sun and this helps our bodies	Children know that sun damage is linked to skin cancer, and how to protect themselves from this	Children know that sun damage is linked to skin cancer, and how to protect themselves from this
General Health	Children can conduct and explain ways of keeping clean (for example by washing their hands and keeping their hair tidy).	Children understand the meaning of the word healthy and understand that simple hygiene routines (hand washing) can stop germs from spreading.	Children can make simple choices about some aspects of their health and well-being, for example by choosing between different foods and between physical activities. They know which adults can support them with their health.	Children can describe what good physical health means and are able to spot early signs of physical illness. They know that bacteria and viruses affect health, the importance of personal hygiene and how to maintain it.	Children can identify the elements of a balanced and healthy lifestyle. Children know how and when to seek support (including which adults in school) if they are worried about their health	Children can make informed decisions about their health – making choices over food, exercise	Children can recognise habits that can have a positive and negative effect on a healthy lifestyle
Dental Health	Children know that they need to brush their teeth to keep them healthy	Children know how to brush their teeth effectively and know why this is important – dental hygiene	Children know what food and drink supports dental health	Children know the importance of maintaining good oral hygiene – brushing/flossing/trips to the dentist	Children know the importance of maintaining good oral hygiene – brushing/flossing/trips to the dentist	Children know the risks associated with not eating a healthy diet, including obesity and tooth decay	Children know the risks associated with not eating a healthy diet, including obesity and tooth decay

Diet	Children understand that some foods are healthier than others	Children have a basic understanding of what a healthy diet is and the risks of having too much sugar	Children have a basic understanding of what a healthy diet is and the risks of having too much sugar	Children understand what constitutes a healthy diet and can plan a healthy meal	Children can identify the benefits to health and wellbeing of eating nutritionally rich foods	Children can identify the benefits to health and wellbeing of eating nutritionally rich foods	Children can identify the benefits to health and wellbeing of eating nutritionally rich foods
Medicine & Drugs	Children know that different people help us to stay healthy (including Drs, Nurses, Dentist)	Children know that medicines can help people to stay healthy Children know that medicines can affect how people feel	Children can talk about the harmful aspects of some household products and medicines.	Children know that some diseases can be prevented by vaccinations and immunisations, and that allergies can be managed Children can understand that bacteria and viruses can affect health and that following simple measures can keep themselves safe	Children can state the basic facts and laws about alcohol, tobacco, and legal and illegal drugs. Children know about the risks and effects of legal drugs common to everyday life and their impact on health	Children know about the mixed messages in the media about drugs (including alcohol/smoking)	Children understand why people choose to/choose not to use drugs/alcohol/smoke Children know that there are organisations that support people concerning drug use
Exercise	Children know that exercise helps to keep us healthy	Children know that we should exercise daily and that physical activity is an important part of being healthy Children know that exercise is important for our mental well being	Children know that we should exercise daily and that physical activity is an important part of being healthy	Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of regular exercise for our physical and mental wellbeing).	Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of regular exercise for our physical and mental wellbeing).	Children are aware of some of the risks of an unhealthy lifestyle	Children are aware of some of the risks of an unhealthy lifestyle
Sleep	Children know there are different ways to learn and play and that when we are tired we sleep	Children understand why sleep is important	Children know different ways to rest and relax	Children know how sleep contributes towards a healthy lifestyle and the effects that lack of sleep can have on the mind and body	Children know how sleep contributes towards a healthy lifestyle and the effects that lack of sleep can have on the mind and body	Children know how sleep contributes towards a healthy lifestyle and the effects that lack of sleep can have on the mind and body	Children know how sleep contributes towards a healthy lifestyle and the effects that lack of sleep can have on the mind and body

Internet	Children know that the internet plays a role in everyday life	<p>Children know that the internet can be used to communicate with others</p> <p>Children know that there must be a balance between online and physical activities</p>	Children know that not everything online is true	<p>Children have strategies to support them with balancing the time they spend online/ watching TV</p> <p>Children know the risks of communicating online including awareness of risks associated with people they have never met</p> <p>Children know how to seek help if they feel unsafe or uncomfortable online</p> <p>Children know that the internet/media can be used positively/negatively</p>	Children understand what it means to know someone online and how this differs from knowing someone face-to-face	<p>Children understand the different ways information is shared online and how information is ranked, selected and targeted. They can assess the reliability of sources</p> <p>Children understand how information and data is shared and used online</p>	Children understand the rules around social media, age restrictions, sharing and strategies to stay safe
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Metal Health and Wellbeing – Autumn 1

Feelings	Children can recognise and name different feelings	<p><u>Children understand and can explain how feelings can affect people’s bodies and how they behave</u></p> <p>Children can recognise what others might be feeling and that not everyone feels the same thing, at the same time</p>	<p><u>Children are able to share their feelings and use a variety of words to describe them</u></p>	<p>Children know that mental health is like physical health and requires looking after</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>	Children have a varied vocabulary when talking about feelings and can express their feelings in different ways	Children recognise feelings can change over time and range in intensity	<p><u>Children know about everyday things that will affect feelings and the importance of expressing their feelings</u></p>
Change and loss	Children understand that changes happen, this may be to routine or to their lives (moving house/ new baby in the family)	Children know about change/loss, including death	Children can identify feelings associated with change/loss and recognise what helps people to feel better	Children understand feelings resulting from change/loss and ways of expressing their grief/bereavement	Children understand feelings resulting from change/loss and ways of expressing their grief/bereavement and have strategies to help them cope	Children understand feelings resulting from change/loss and ways of expressing their grief/bereavement and have strategies to help them cope	Children understand feelings resulting from change/loss and ways of expressing their grief/bereavement and have strategies to help them cope
Strategies	Children know what things make people/ themselves feel good (playing/sleep/family)	Children understand basic strategies to help themselves calm down/deal with big feelings/ change their mood	Children know how/where to seek help when they are struggling to deal with their feelings	Children know that strategies such as hobbies/family/friends, can all support their mental health and wellbeing	Children recognise that anyone can experience ill mental health and that most difficulties can be resolved with support	<p>Children are able to recognise warning signals regarding their own mental health, taking the appropriate actions to deal with these feelings</p> <p>It is common for people to experience mental ill health – problems can be resolved if the right support is made available.</p>	Children are equipped with problem solving strategies for dealing with emotions/challenges/change (apply to secondary transition)

Ourselves, Growing and Changing – Summer 2

Ourselves	Children recognise what makes them special	Children are able to recognise that we are all unique, that each of us have skills/talents , likes/dislikes	Children recognise how to identify their individuality and personal qualities	Children understand that we all have a personal identity – ethnicity/family/gender/fait h/culture	Children can identify personal strengths, skills, achievements, interests and how these contribute to self-worth	Children understand how to manage personal setbacks and can re-frame unhelpful thinking	Children understand that for some, gender identity does not correspond with their biological sex
Changes	Children know that we change as we grow older	Children know that as we grow our bodies change and so do our needs	Children are able to name the main parts of the body, including genitalia (penis, vulva, testicles, vagina)	Children know about opportunities and responsibilities that increasing independence may bring	Children recognise that hygiene routines change as we grow older – deodorant etc	Children know about the human life cycle and here they can get advice about growing and changing Children know about menstrual wellbeing including key facts about the menstrual cycle	Children are able to identify the genitalia and internal reproductive organs in males and females and how the process of puberty relates to reproduction Children know about the physical and emotional changes that happen when approaching and during puberty

Keeping Safe – Spring 1

Staying Safe	Children know how to keep themselves safe – not playing with dangerous things (electricity etc) They know about whose job it is to help us keep safe Children are able to recognise risk and take action to minimize harm	Children know the basic rules to staying safe online Children know what to do if there is an accident and someone is hurt Children know that household products can be harmful if not used correctly	Children know how to get help in an emergency and what to say when calling 999 Children know how to stay safe in unfamiliar situations	Children understand age restrictions for social media/games. They recognise the importance of keeping personal information private and have strategies for staying safe online Children know basic first aid skills and can deal with common injuries	Children know the importance of using household products correctly and safely Children have strategies for staying safe in unfamiliar situations Children can predict, assess and manage risk in different situations	Children are aware of fire hazards/risks in the home and what they can do to reduce risk and keep themselves safe	Children know how to keep themselves safe when outside of the home in a range of social situations.
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Core Theme: Relationships

Families and Close Relationships – Autumn 2 and Summer 1

Family – Summer 1	<p><u>Children know that friends/family play different roles in our lives</u></p> <p><u>Children can identify who loves and cares for them</u></p>	<p><u>Children know about different types of family, including those that may be different to their own</u></p> <p>Children can identify common features of family life</p> <p>Children know it is important to tell a teacher if something makes them feel upset or worried</p>	<p><u>Children recognise that there are different types of relationships and a positive feature of family life is caring relationships (love, security, stability)</u></p> <p><u>Children know that people who love and care for each other may live together or apart, they also understand the different types of family structure (single parents, blended families, foster parents)</u></p> <p><u>Children know how to recognise if family relationships are making them unhappy or unsafe, and seek help</u></p>	<p>Children know about marriage and civil partnership and that these are a legal commitment</p> <p>Children know the characteristics of healthy family life including in times of difficulty</p>	<p><u>Children recognise that people may be attracted to someone emotionally, romantically, sexually – this may be the same sex or different</u></p>	<p>Children know that forcing anyone to marry against their will is a crime</p>	
	Friends – Autumn 2	<p>Children know what it means to be friends and what makes a good friendship</p> <p>Children know friendships are important in helping us feel happy & secure</p>	<p>Children can recognise when someone is lonely and how to help</p> <p>Children have simple strategies for resolving arguments positively</p>	<p>Children know how to ask for help if a friendship is making them unhappy</p>	<p>Children know the importance of friendships and the qualities that make a positive one (loyalty, kindness etc.)</p> <p>Children know how to seek support if they feel lonely, excluded, unsafe or uncomfortable</p>	<p>Children know strategies to include others, they also have strategies to resolve disputes and reconcile differences</p>	<p>Children recognise the effect peer influence has and can manage this</p> <p>Children understand that over time friendships change</p> <p>Can recognise who to trust / not trust, managing conflict effectively seeking advice when needed</p>

Bullying – Autumn 2	Children know that bodies and feelings can be hurt	Children understand how it feels to experience hurtful behaviour	Children know that hurtful behaviour online/offline is not acceptable, how to report it and seek help	Children know what impact bullying has both online/offline, they have strategies to report concerns and get support	Children know what impact bullying has both online/offline, they have strategies to report concerns and get support	Children understand what discrimination is and how to tackle it	Children understand what discrimination is and how to tackle it
Safe Relationships – Summer 1	Children know that some parts of their body are private, these are covered with underwear	Children understand how to respond safely to adults they don't know, they also know how to respond if they feel uncomfortable / unsafe, or worried about another person in this way	Children know that it is not appropriate to keep secrets for adults	Children know where to seek help and advice if worried about any relationship/safety Children understand about privacy and personal boundaries, with children/adults, recognizing different types of physical contact can be acceptable/unacceptable and how to respond to these	Children know how to respond to pressure from others to do things they do not want to, and the strategies to manage this	Children understand the meaning of the word consent and how this relates to relationships	Children recognise and respect the differences between backgrounds, cultures and can respond effectively to those who are different to themselves; they are able to debate issues and make challenge respectfully
Respect – Summer 1	Children know the difference between kind/unkind behaviour and how this can affect others	Children know how to be respectful, kind and courteous. They can listen to others and play/work co-operatively	Children can talk about and share their opinions on things that matter them	Children know that personal behaviour can affect others Know the importance of respecting others, even when they are very different	Children understand the importance of self-respect and how this can affect their own thoughts/feelings about themselves	Children understand the importance of self-respect and how this can affect their own thoughts/feelings about themselves Know how to make practical steps in a range of contexts to improve / support respectful relationships	Children understand the importance of self-respect and how this can affect their own thoughts/feelings about themselves Know how to make practical steps in a range of contexts to improve / support respectful relationships

Core Theme: Living in the Wider World

Being part of the community – Spring 2

Shared Responsibility	Children understand that we have rules for different situations	Children understand what they can do to take care of the environment	Children know that different people have different needs and how we might care for them	Children recognise the reasons for having laws and the consequences for breaking them	Children understand the relationship between rights and responsibilities, they know that human rights protect them	Children can show compassion to others, they also take responsibility for caring for their environment	Children can show compassion to others, they also take responsibility for caring for their environment
Communities	Children know about the different groups they belong to – for example being part of KPS	Children know about the different roles and responsibilities people have – fireman/policeman	Children can recognise similarities and differences between each other	Children know what living in a community means and value the different contributions people/groups make	Children know what living in a community means and value the different contributions people/groups make	Children understand the words diversity, stereotype and prejudice and strategies to respond to these	Children understand the words diversity, stereotype and prejudice and strategies to respond to these
Money	Children know what money is Children know that need/want are different	Children know that different people save/spend money differently	Children know that money needs to be looked after and ways to do this	Children know there are different ways to pay and that people think differently about spending/saving and various things influence this, they are aware of how to keep track of money	Children understand that decisions about spending can influence the environment, they know that people make spending decisions based on priorities/needs/wants	Children know about risks associated with money (losing it, having it stolen etc.)	Children are aware of gambling and the effect this can have on lives, they are able to identify ways that money can impact on people's feelings and emotions
Work Aspirations	Children know that everyone has different strengths	Children know that people have jobs and earn money from this	Children know of some of the skills, strengths or interests you may need to do a certain job	Children can set themselves goals and recognise personal achievements Children understand that there are many different jobs and someone may change job many times in their life	Children can recognise what might influence someone's career choices, and that some jobs pay more than others	Children know about the skills that may help them in their future career, they may also choose to do voluntary work, which is unpaid	Children can identify what job they may like to do when they are older and recognise the various routes into careers