**Progression of knowledge in PHSE**

| Celebrating Difference – Autumn 2 | | | | | | |
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| **Taught knowledge** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| | • Know what bullying means<br>• Know who to tell if they or someone else is being bullied or is feeling unhappy<br>• Know that people are unique and that it is OK to be different | • Know the difference between a one-off incident and bullying<br>• Know that sometimes people get bullied because of difference<br>• Know that friends can be different and still be friends | • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do<br>• Know that conflict is a normal part of relationships<br>• Know that some words are used in hurtful ways and that this can have consequences | • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying<br>• Know the reasons why witnesses sometimes join in with bullying and don't tell anyone<br>• Know that sometimes people make assumptions about a person because of the way they look or act | • Know external forms of support in regard to bullying e.g. Childline<br>• Know that bullying can be direct and indirect<br>• Know what racism is and why it is unacceptable<br>• Know what culture means | • Know that people can hold power over others individually or in a group<br>• Know that power can play a part in a bullying or conflict situation<br>• Know that there are different perceptions of 'being normal' and where these might come from<br>• Know that difference can be a source of celebration as well as conflict |
| **Social and emotional skills** | • Identify what is bullying and what isn't<br>• Understand how being bullied might feel<br>• Recognise ways in which they are the same as their friends and ways they are different | • Explain how being bullied can make someone feel<br>• Know how to stand up for themselves when they need to<br>• Understand that everyone's differences make them special and unique | • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family<br>• Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary<br>• Be able to show appreciation for their families, parents and carers | • Be comfortable with the way they look<br>• Try to accept people for who they are<br>• Be non-judgemental about others who are different | • Appreciate the value of happiness regardless of material wealth<br>• Identify their own culture and different cultures within their class community<br>• Identify their own attitudes about people from different faith and cultural backgrounds<br>• Develop respect for cultures different from their own | • Empathise with people who are different and be aware of my own feelings towards them<br>• Identify feelings associated with being excluded<br>• Be able to recognise when someone is exerting power negatively in a relationship<br>• Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens |
| **Dreams and Goals Puzzle – Spring 1** | | | | | | |
| **Taught knowledge** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| | • Know how to set simple goals<br>• Know how to achieve a goal<br>• Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them<br>• Know when a goal has been achieved | • Know how to choose a realistic goal and think about how to achieve it<br>• Know that it is important to persevere<br>• Know how to recognise what working together well looks like | • Know that they are responsible for their own learning<br>• Know what an obstacle is and how they can hinder achievement<br>• Know how to take steps to overcome obstacles<br>• Know what dreams and ambitions are important to them | • Know how to make a new plan and set new goals even if they have been disappointed<br>• Know how to work as part of a successful group<br>• Know how to share in the success of a group<br>• Know that hopes and dreams don't always come true | • Know about a range of jobs that are carried out by people I know<br>• Know the types of job they might like to do when they are older<br>• Know that young people from different cultures may have different dreams and goals | • Know their own learning strengths<br>• Know what their classmates like and admire about them<br>• Know a variety of problems that the world is facing<br>• Know some ways in which they could work with others to make the world a better place |

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| **Social and emotional skills** | • Recognise things that they do well<br>• Explain how they learn best<br>• Recognise their own feelings when faced with a challenge/obstacle<br>• Recognise how they feel when they overcome a challenge/obstacle | • Recognise how working with others can be helpful<br>• Be able to work effectively with a partner<br>• Be able to choose a partner with whom they work well<br>• Be able to work as part of a group | • Can break down a goal into small steps<br>• Can manage feelings of frustration linked to facing obstacles<br>• Imagine how it will feel when they achieve their dream/ambition | • Have a positive attitude<br>• Can identify the feeling of disappointment<br>• Be able to cope with disappointment<br>• Can identify what resilience is | • Verbalise what they would like their life to be like when they are grown up<br>• Appreciate the contributions made by people in different jobs<br>• Reflect on the differences between their own learning goals and those of someone from a different culture<br>• Appreciate the differences between themselves and someone from a different culture | • Understand why it is important to stretch the boundaries of their current learning<br>• Be able to give praise and compliments to other people when they recognise that person's achievements<br>• Empathise with people who are suffering or living in difficult situations |
| **Healthy Me – Spring 2** | | | | | | |
| **Taught knowledge** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| | • Know the difference between being healthy and unhealthy<br>• Know how to make healthy lifestyle choices<br>• Know that all household products, including medicines, can be harmful if not used properly<br>• Know how to keep safe when crossing the road | • Know what their body needs to stay healthy<br>• Know what relaxed means<br>• Know why healthy snacks are good for their bodies<br>• Know which foods given their bodies energy | • Know how exercise affects their bodies<br>• Know that there are different types of drugs<br>• Know that there are things, places and people that can be dangerous<br>• Know when something feels safe or unsafe | • Know that there are leaders and followers in groups<br>• Know the facts about smoking and its effects on health<br>• Know the facts about alcohol and its effects on health, particularly the liver<br>• Know ways to resist when people are putting pressure on them<br>• Know what they think is right and wrong | • Know basic emergency procedures, including the recovery position<br>• Know how to get help in emergency situations<br>• Understand about the misuse of alcohol and tobacco<br>• Know that the media, social media and celebrity culture promotes certain body types<br>• Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure | • Know how to take responsibility for their own health<br>• Know what it means to be emotionally well<br>• Know how to make choices that benefit their own health and well-being<br>• Know about different types of drugs and their uses |
| **Social and emotional skills** | • Keep themselves safe<br>• Recognise how being healthy helps them to feel happy<br>• Recognise ways to look after themselves if they feel poorly<br>• Recognise when they feel frightened and know how to ask for help | • Feel positive about caring for their bodies and keeping it healthy<br>• Have a healthy relationship with food<br>• Desire to make healthy lifestyle choices | • Respect their own bodies and appreciate what they do<br>• Can take responsibility for keeping themselves and others safe<br>• Identify how they feel about drugs<br>• Can express how being anxious or scared feels | • Can identify the feelings that they have about their friends and different friendship groups<br>• Recognise negative feelings in peer pressure situations<br>• Can identify the feelings of anxiety and fear associated with peer pressure<br>• Can tap into their inner strength and know-how to be assertive | • Respect and value their own bodies<br>• Can reflect on their own body image and know how important it is that this is positive<br>• Recognise strategies for resisting pressure<br>• Can identify ways to keep themselves calm in an emergency | • Are motivated to care for their own physical and emotional health<br>• Suggest strategies someone could use to avoid being pressured<br>• Can use different strategies to manage stress and pressure |

| Relationships – Summer 1 | | | | | | |
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| **Taught knowledge** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| | • Know that everyone's family is different<br>• Know that families are founded on belonging, love and care<br>• Know that physical contact can be used as a greeting<br>• Know how to make a friend<br>• Know who to ask for help in the school community | • Know that there are lots of forms of physical contact within a family<br>• Know how to stay stop if someone is hurting them<br>• Know there are good secrets and worry secrets and why it is important to share worry secrets<br>• Know what trust is | • Know that different family members carry out different roles or have different responsibilities within the family<br>• Know some of the skills of friendship, e.g. taking turns, being a good listener<br>• Know some strategies for keeping themselves safe online<br>• Know that they and all children have rights (UNCRC) | • Know some reasons why people feel jealousy<br>• Know that loss is a normal part of relationships<br>• Know that negative feelings are a normal part of loss<br>• Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe | • Know that there are rights and responsibilities in an online community or social network<br>• Know that there are rights and responsibilities when playing a game online<br>• Know that too much screen time isn't healthy<br>• Know how to stay safe when using technology to communicate with friends | • Know that it is important to take care of their own mental health<br>• Know ways that they can take care of their own mental health<br>• Know the stages of grief and that there are different types of loss that cause people to grieve |
| **Social and emotional skills** | • Can express how it feels to be part of a family and to care for family members<br>• Can say what being a good friend means<br>• Can identify forms of physical contact they prefer<br>• Can say no when they receive a touch they don't like | • Can recognise and talk about the types of physical contact that is acceptable or unacceptable<br>• Can identify the negative feelings associated with keeping a worry secret<br>• Can identify who they trust in their own relationships | • Know how to access help if they are concerned about anything on social media or the internet<br>• Can identify their own wants and needs and how these may be similar or different from other children in school and the global community | • Can identify the feelings and emotions that accompany loss<br>• Can suggest strategies for managing loss<br>Can suggest ways to manage relationship changes including how to negotiate | • Can identify when an online community/social media group feels risky, uncomfortable, or unsafe<br>• Can say how to report unsafe online/social network activity<br>• Can identify when an online game is safe or unsafe<br>• Can suggest strategies for managing unhelpful pressures online or in social networks | • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of<br>• Can resist pressure to do something online that might hurt themselves or others<br>• Can take responsibility for their own safety and well-being |

| Changing Me – Summer 2 | | | | | | |
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| **Taught knowledge** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| | • Know the names of male and female private body parts (see vocabulary list)<br>• Know that there are correct names for private body parts and nicknames, and when to use them<br>• Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these<br>• Know who to ask for help if they are worried or frightened | • Know the physical differences between male and female bodies<br>• Know that private body parts are special and that no one has the right to hurt these<br>• Know there are different types of touch and that some are acceptable and some are unacceptable | • Understand how a baby grows inside a mother<br>• Learn about family stereotypes<br>• Understand how boys' and girls' bodies change on the outside as they grow up<br>• Looking ahead and changes. | • Know that personal characteristics are inherited from birth parents<br>• Know how the female and male body changes at puberty on the inside and outside<br>• Know that change can bring about a range of different emotions<br>• Know that everyone is unique<br>• Discuss the idea of a romantic relationship and what it means<br>• How to manage change | • Know how girls' and boys' bodies change during puberty, including periods<br>• Understand the importance of looking after themselves physically and emotionally<br>• Know that becoming a teenager involves various changes and also brings growing responsibility<br>• Learn about body image and self-image,<br>• Looking ahead to the next school year. | • Know the importance of self-esteem and what they can do to develop it<br>• Understand self -image, real self and ideal self<br>• Know how the male and female body changes during puberty,<br>• Understand conception (non-statutory/children can be withdrawn from this lesson)<br>• Transition to secondary school. |

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| **Social and emotional skills** | • Understand and accept that change is a natural part of getting older<br>• Can suggest ways to manage change, e.g. moving to a new class<br>• Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) | • Can say who they would go to for help if worried or scared<br>• Can say what types of touch they find comfortable/<br>• uncomfortable<br>• Be able to confidently ask someone to stop if they are being hurt or frightened | • Can suggest ways to help them manage feelings during changes they are more anxious about<br>• Can identify stereotypical family roles and challenge these ideas | • Can appreciate their own uniqueness and that of others<br>• Can express any concerns they have about puberty<br>• Have strategies for managing the emotions relating to change | • Can celebrate what they like about their own and others' self-image and body image<br>• Can suggest ways to boost self-esteem of self and others<br>• Recognise that puberty is a natural process that happens to everybody | • Recognise ways they can develop their own self-esteem<br>• Can express how they feel about the changes that will happen to them during puberty<br>• Think about emotions associated with change and transition |