



Knowledge, Skills and Vocabulary Progression (KSV): PSHE, including RSE

Teaching and Learning area

What should an age-related pupil know and be able to do in each year group?

Fundamental Knowledge

Sex Education focus

Cross curricular knowledge

Teaching and Learning area	What should an age-related pupil <u>know</u> and be able to do in each year group?						
	What should an age-related pupil <u>know</u> and be able to do in each year group?	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being me in my world	Self-identity Understand feelings Being in a classroom Being gentle Rights and responsibilities Explain the reasons for rules, know right from wrong and try to behave accordingly Give focused	Feel special and safe Being part of the class Rights and responsibilities Rewards and consequences Feeling proud Consequences I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' Perspectives I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.

	attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.						
Vocabulary	Classroom rules, rewards, consequence, rights	Classroom rules, Rights, Responsibilities, Needs, Groups, Communities, Roles, Everybody, Individual, Unique, Special, People, Similarities, Community, Special people, Help, Emergencies		Discussion, Debate, Problems, Events, Topical issues, Rules, Making and changing rules, Human rights, Children's rights, Anti-social behaviour, Aggression, Bullying, Discrimination, Resolving difference, Points of view, Decisions, Choices, Communities, Volunteers, Pressure groups, Diversity Identity, People, Places, values, Customs, Media, Social media, Information		discussion, debate, topical issues, problems, events rules, laws, making and changing rules human rights, children's rights, practices against human rights, FGM, anti-social behaviour, aggression, bullying, discrimination, resolving difference, points of view, decisions, choices, communities, volunteers, pressure groups, health, wellbeing, communities, volunteers, pressure groups, health, wellbeing people, places, values, customs, media, social media, information, forwarding	
Celebrating difference	Identifying talents Being special Families Where we live	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy

	Making friends Standing up for yourself Show sensitivity to their own and to others' needs	Celebrating the differences in everyone I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	diversity Celebrating difference and remaining friends I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	Recognising how words can be hurtful Giving and receiving Compliments I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	Identifying how special and unique everyone is First Impressions I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	other cultures I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.
Vocabulary	Feelings, Young, Old, Growing, changing, similarities, differences	Feelings, Communicate, Empathy, Sharing, Discussion, Views, Opinions, People, Similarities, Differences, Bodies Hurt, Comfortable, Bullying	Feelings, Empathy, Recognising others, Confidentiality, Secrets, Surprises, Personal safety, Listening, Viewpoints, Opinions, Respect, People, Identity Similarities, Differences, Equality, Dare, Challenges, Stereotypes	Feelings, Empathy, Recognising others, Confidentiality, Secrets, Surprises, Personal safety, Listening, Viewpoints, Opinions, Respect, People, Identity Similarities, Differences, Equality, Dare, Challenges, Stereotypes	Feelings, Empathy, Recognising others, Confidentiality, Secrets, Surprises, Personal safety, Listening, Viewpoints, Opinions, Respect, People, Identity Similarities, Differences, Equality, Dare, Challenges, Stereotypes	feelings, empathy, recognising others' feelings confidentiality, secrets, surprises, personal safety listening, viewpoints, opinions, respect people, equality, identity, stereotypes, discrimination, bullying, discrimination, aggressive behaviour	
Dreams and Goals	Challenges Perseverance Goal-setting Overcoming obstacles	Setting goals Identifying successes and achievements Learning styles Working well and	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity)	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world

	Seeking help Jobs Achieving goals Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;	celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	sharing success I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	Celebrating contributions Resilience Positive attitudes I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	Motivation I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	Motivation Recognising achievements Compliments I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.
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Vocabulary	Money, coins, job	Money, Spending , Saving		Rights, Duties, Home, School, Environment, Money, Spending, Saving, Budgeting, Interest, Loan, Tax, Debt, Resources, Choices, Enterprise, Enterprise skills, Entrepreneurs		rights, duties, home, school, environment Money, Spending, Saving, Budgeting, Interest, Loan, Tax, Debt, Resources, Sustainability, Choices, Enterprise, Enterprise skills, Entrepreneurs, collaborative working, shared goals	
Healthy Me!	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing Food	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress
	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services. I can express how being anxious/ scared and unwell feels.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.
Vocabulary	Healthy eating, Sleep, 5 a day, Fruit and vegetables.	Healthy eating, Rest, Sleep, 5 a day, Exercise, Balanced diet, Hygiene, Germs, Body parts, Health, Likes, Dislikes, Choices, Achievements, Strength, Goals Feelings, Managing feelings, Change, Loss, Hygiene, Cleanliness.		Health, Wellbeing , Balanced diet, Food, Influences, Media, Images , Reality/fantasy, True/false, Achievements , Aspirations , Goals, Strengths ,Target setting, Conflicting emotions, Feelings, Managing feelings, Change, Transition , Loss , Separation		balanced diet, choices, food, influences media, images, reality/fantasy, true/false achievements, aspirations, goals, strengths target-setting, conflicting emotions, feelings, managing feelings ,change, transitions, loss, separation, divorce, bereavement, bacteria, viruses, hygiene routines	

	Hygiene			Divorce, Bereavement, Bacteria, Virus, Hygiene routine, Habits, Drugs, Alcohol, Tobacco, Medicines, Caffeine,		habits, drugs, alcohol, tobacco, medicines, caffeine	
Relationships	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers;	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.

		other people that I appreciate and behaviours that I don't like.					
Vocabulary	Classroom rules Sharing, Take turns, Listening, Danger, safe, unsafe, rules, help, online safety	Secrets, Surprises, Safety, Cooperating, Resolving arguments, Special people, Caring, Physical contact, Touch, Acceptable, Unacceptable, disputes, Risk, Danger, hazard, responsibility, safety, keeping safe, physically safe, emotionally safe, bullying, online safety.		Friendships, Families, Couples, Positive relationships, Actions, Behaviour, Consequence, Physical contact, Touch, Acceptable, Unacceptable, Collaborative working, Shared goals, Disputes, Conflict, Feedback, Support, Negotiation, Compromise, Privacy, Sharing, Personal boundaries, Feelings, positive, negative, good and bad, trust, help, support, happy, sad, risk, Danger, Hazard, Responsibility, Safety, Pressure, Influences, Media, Help, Rules, Online safety, Personal information, Passwords, Images, Advice, Support, Asking for help		Friendships, families, couples, positive relationships, unhealthy, pressure committed loving relationships, civil partnerships, marriage, behaviour, consequences, physical contact, touch, acceptable, unacceptable conflict, feedback, support, negotiation, compromise, privacy, sharing, personal boundaries, Ground rules, boyfriend, girlfriend, emotions, friendships, self-esteem, Risk, danger, hazard, responsibility, safety, pressure, managing pressure, influences, media, help, rules, abuse, online, personal information, passwords, images, advice, support, asking for help, mobile phones, responsibility, safe use, NO, risk, grooming	
Changing Me	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations Show sensitivity to their own and to others' needs.	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition I can compare how I am now to when I was a baby and explain	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

		some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.	about being a boy/ girl and getting older, and recognise that other people might feel differently to me.	changes happening to me and can suggest some ideas to cope with these feelings.	feelings when changes happen.	these changes might happen at different times to my friends.	
Vocabulary	Body, growing up	Young to old, independent, body parts (correct terminology)	Puberty, Physical and emotional changes, puberty (Girls only)				puberty, physical and emotional changes human reproduction, babies, pregnancy, contraception, parents/carers, abortion, miscarriage, prevention