

The Canterbury Primary School



Knowledge and Skills Progression Document

PSHE

| Strands of the subject | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------|--|---|--|---|--|---|---|
| Relationships | <p>Caring!</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> | <p>Families!</p> <p>To understand the roles of different people</p> <p>To talk about feeling cared for</p> <p>To know who is in their family.</p> <p>To recognise privacy and how to stay safe.</p> <p>Know when to seek permission.</p> <p>Understand how behaviour affects others.</p> <p>Being polite and respectful.</p> | <p>Helping!</p> <p>Know how to make friends.</p> <p>Know what to do when they feel lonely and able to get help.</p> <p>Managing being told secrets.</p> <p>Resisting peer pressure and knowing when to seek help.</p> <p>Recognition of hurtful behaviour.</p> <p>Noticing things in common and</p> | <p>Friendships!</p> <p>To understand what makes a family and the features of family life.</p> <p>To know there are personal boundaries and to respect them.</p> <p>Responding safely to others.</p> <p>The impact of hurtful behaviour.</p> <p>Recognising respectful behaviour. The</p> | <p>Commitment!</p> <p>Maintaining and managing positive friendships including those online.</p> <p>Responding to hurtful behaviour.</p> <p>Managing confidentiality.</p> <p>Recognising risks online.</p> <p>Respecting differences and similarities.</p> | <p>Inclusion!</p> <p>Manage friendships and peer influence.</p> <p>Understand types of physical contact and feeling safe.</p> <p>Respond respectfully to a wide range of people.</p> <p>Recognition of prejudice and discrimination.</p> | <p>Identity!</p> <p>Recognition of who we are, our attraction to others, romantic relationships.</p> <p>Recognising and managing pressure.</p> <p>Understanding of consent in a variety of contexts.</p> <p>Able to express opinions and respect their points of view,</p> |

| | | | | | | | |
|----------------------------------|---|---|--|--|--|--|--|
| | | | <p>differences. Playing and working cooperatively. Share opinions.</p> | <p>importance of self-respect. Demonstrating courtesy and being polite.</p> | <p>Discussing difference sensitively.</p> | | <p>including topical issues</p> |
| <p>Living in the wider world</p> | <p>Rules! Explain the reasons for rules, know right from wrong and try to behave accordingly. Be confident o try new challenges and show independence, resilience and perseverance in the face of challenge. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions</p> | <p>Environments! To know what rules are To show an understanding of how to care for another To know how to look after the environment. Using the internet and digital devices. Communicating online. Strengths and interests; jobs in the community.</p> | <p>Responsibilities! Belonging to a group; roles and responsibilities. Being in the same and different communities. Think about the internet in everyday life. Understand the impact of online content and information. Know what money is and how to look after it. Understand the difference between wants and needs.</p> | <p>Consequences! To understand the values of rules and laws. To know that we have rights, freedoms and responsibilities and that there are consequences to our actions. To know how the internet is used and how to assess information online. To know about different jobs and the skills required for them. Job stereotypes and setting personal goals.</p> | <p>Protecting! What makes a community. To know about shared responsibilities and what that might look like within a community. How data is shared and used. Making decisions about money. Using and keeping money safe.</p> | <p>Communities! Know how and what will help to protect the environment. Develop showing compassion towards others. Understand how information online is targeted. Look at different media types, their role and impact. Identifying job interests and aspirations. What influences career choices. Investigate workplace stereotypes.</p> | <p>Attitudes! To demonstrate an understanding of diversity and value others' opinions. To challenge discrimination and stereotypes. Evaluate media sources and sharing information online. Think about influences and attitudes to money and the financial risks that come with it.</p> |

| | | | | | | | |
|-----------------------------|--|--|--|---|--|--|---|
| | involving several ideas and actions. | | | | | | |
| Health and Wellbeing | <p>Healthy! Manage their own basic hygiene needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> | <p>Protection! To show understanding of how to keep themselves safe. To understand how rules and age restrictions help us. Know what it means to keep healthy and that food and exercise, hygiene routines are positive. Recognise what makes them unique and special. To develop an understanding of their feelings and learn how to manage them when things go wrong.</p> | <p>Lifestyles! Understand why sleep is important. Think about medicines and keeping healthy including oral hygiene. Managing feelings and asking for help. Growing older, naming body parts. Moving classes or year groups. Safety in different environments. Risk and safety at home. How to manage in an emergency.</p> | <p>Routines! To demonstrate knowledge of making positive health choices and habits. To know what can affect feelings. To show how to express feelings. Understand personal strengths and achievements. Managing and reframing setbacks. Know what risks and hazards are in a variety of contexts. Safety in the local environment and unfamiliar places.</p> | <p>Physical Health! Maintaining a balanced lifestyle including oral hygiene and dental care. Physical and emotional changes in puberty. External genitalia. Personal hygiene routines. Support with puberty. Medicines and household products; drugs common to everyday life.</p> | <p>Prevention! Know how to keep safe in a variety of situations, including responding in emergencies, first aid and FGM. Understand how a sleep routine can be healthy and beneficial. Think about safety in the sun. Investigate medicines, vaccinations, immunisations and allergies and their impact on lives.</p> | <p>Exposure! To know the importance of keeping personal information private. Demonstrate an understanding of regulations and choices and how they can affect lives. Be aware of drug use and the law, drug use and the media. Understand what can affect mental health and ways to take care of it. Managing change, loss and bereavement. Managing online exposure.</p> |

End Points

| Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|--|--|--|--|
| <p>End points: Talk about who is special in their life and why. Talk about right and wrong behaviour.</p> | <p>End points: Discuss how special relationships make them feel safe and talk about the qualities they have which help the relationship. Able to give examples of behaviour in people they like/ don't like.</p> | <p>End points: Explain why some things might make me feel uncomfortable and compare this with relationships that make them feel special. Able to give examples of problem-solving techniques and explain how I might use them in certain situations in relationships.</p> | <p>End points: Able to explain how life is influenced in a positive manner by people known and by people from different backgrounds and cultures. Explain why personal choices might affect family, friends and people around the world.</p> | <p>End points: Can recognise how people are feeling when they miss a special person or animal. Can offer strategies to help manage feelings when missing a person or animal.</p> | <p>End points: Able to compare different types of relationships and feelings associated with them. Explain how to stay safe when using technology to communicate with friends, including how to stand up for myself, negotiate and resist peer pressure. Able to apply strategies to manage feelings and pressures when using technology and identify what may be of risk or</p> | <p>End points: Able to identify when people are experiencing feelings associated with loss and recognise when people are trying to gain control or power. Can explain the feelings which may be experienced if lost somebody special. Know when to stand up for self or friends in real and online situations. Offer strategies to help manage the</p> |

| | | | | | harm to self and others. | feelings and situations. |
|---|--|---|---|--|---|--|
| Able to talk about why classroom is a safe and happy place to learn. | Able to give examples where self and others make classroom happy and safe. | Can explain how behaviour can impact on other people in classroom. Able to compare own and peer choices and can express why some choices are better than others. | Able to explain how own behaviour can affect how others feel and behave. Can explain why rules are important and how they help learning take place in class. Can explain why it's important to feel valued. | Can explain why being listened to and listening to others is important in the school community. Can explain being democratic is important and can everyone feel valued. | Can compare life with others in my country and explain why we have rules, rights and responsibilities, which help to make the school and wider community a fair place. Discuss how one person's actions can affect others and give examples of this from a school and wider community context. | Can explain how personal choices can impact on people in my immediate community and global community. Able to empathise with others in my immediate and global community and explain how that can influence future choices. |
| Can say why body is amazing and think of ways to stay safe and healthy. | Gives examples how to stay safe and healthy and relate to healthy helping to make me feel happy. | Can explain why some foods and medicines can be good for the body. Can compare their own and friend's healthy and unhealthy choices and express how it feels to make healthy and safe choices. | Can identify people and place I need to keep safe from and talk about strategies for keeping myself safe and healthy including who to go to for help. Able to express how being | Can recognise when people are putting me under pressure and can explain ways to resist. Can identify feelings of anxiety and fear associated with peer pressure. | Can explain role of different foods and substances can play in people's lives. Can talk about the development of eating problems (disorders) relating to body image pressures and how smoking and | Can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on individual and others. Identify and apply skills to keep self emotionally healthy |

anxious/scared and
unwell feels.

alcohol misuse is
unhealthy.
Summarise a
variety of ways to
respect and value
my body.

and manage stress
and pressure.