

Knowledge and Skills Progression for PSHCE including Relationships (RSE).



Objectives/ELGs	EYFS
Self-Regulation	<ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused 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.
Managing Self	<ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	<ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
Gross Motor Skills	<ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Past and Present	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities	<ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
The Natural World	<ul style="list-style-type: none"> - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them
First Aid	<ul style="list-style-type: none"> - Are aware of 'people who help us': paramedics, nurses, Drs, ambulance service, police, fire and rescue services. - They are able to identify the number to call in an emergency '999'.

Objectives	Year 1/2	Year 3/4	Year 5/6
Developing confidence and responsibility and making the most of our abilities	<p>Express some of their positive qualities and identify, name and demonstrate that they can manage some feelings.</p> <p>Share their views and opinions and set themselves simple goals.</p> <p>To recognise, name and begin to deal with their emotions.</p> <p>about change, including transitions (between key stages).</p>	<p>Recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges.</p> <p>To face new challenges positively, making responsible choices and taking action.</p> <p>Identify, with support, some factors that affect how people think and feel including themselves.</p> <p>about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p>	<p>Demonstrate more confidently that they recognise their own worth, support others in recognising theirs and identify and demonstrate ways to face new challenges.</p> <p>To face new challenges, take action and responsibility for those and evaluate/reflect on those goals.</p> <p>Identify and explain some factors that affect emotional health and wellbeing, and strategies for dealing with them.</p> <p>about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p>
Preparing to play an active role as citizens	<p>Take part in discussions with one other person and the whole class and take part in a simple debate about topical issues.</p> <p>Recognise choices they can make and recognise the difference between right and wrong.</p> <p>Agree and follow rules for their group and classroom and understand how rules help them.</p>	<p>With support, research, discuss and debate topical issues.</p> <p>Understand some basic facts about democracy and about some of the institutions that support it locally and nationally.</p> <p>Express their views and listen to those of others, sometimes needing reminders about how to show respect for others.</p> <p>Understand the range of national, regional and ethnic identities in the UK and describe some of the different beliefs and values in society.</p> <p>Understand why and how rules are made and enforced, why different rules and needed in different situations and take part in making and changing rules.</p>	<p>Take a lead role in researching, discussing and debating topical issues, problems and events.</p> <p>Understand and describe what democracy is, institutions that support it locally and nationally and how it happens.</p> <p>Express their views confidently, and show how their views can develop in the light of listening to others.</p> <p>Appreciate and explain the range of national, regional and ethnic identities in the UK and to describe the different beliefs and values in society.</p> <p>Understand why and how rules are made and enforced, why different rules and needed in</p>

	<p>Understand what improves and what harms their local, natural and built environments and contribute to looking after them.</p> <p>Understand that they belong to various groups and begin to contribute to those.</p> <p>Realises where money comes from (different sources) and its uses including the concepts of spending and saving.</p> <p>Name a range of jobs and begin to explore the skills required.</p>	<p>Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Identify different types of relationships and with support, show ways to maintain good relationships.</p> <p>Demonstrate how to look after and save money. Aware of the role money plays in their own and others' lives including how to manage money (budgeting) and being a critical consumer. Know what is meant by enterprise and develop those skills.</p> <p>Name a range of jobs, understand that they will need to develop skills to work in the future and with support.</p>	<p>different situations and take a lead role in making and changing rules.</p> <p>Understand and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Identify different relationships for themselves and others and show ways to maintain good relationships and to support others with their relationships.</p> <p>Demonstrate how to look after and save money. Aware of the role money plays in their own and others' lives including how to manage money (budgeting). Know what is meant by enterprise and develop those skills. Having an initial concept of the terms: interest, loans, debt and tax.</p> <p>Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future.</p>
Developing a healthy, safer lifestyle	<p>Make simple choices about some aspects of their health and well-being and know what keeps them healthy.</p> <p>Explain ways of keeping clean, name the main parts of the body (including external genitalia) and explain that people grow from young to old.</p>	<p>Express simple ideas, with support, about how to Develop healthy life styles: physically, emotionally, and mentally.</p>	<p>Make and explain choices with more confidence and independence, about how to develop healthy lifestyles: physically, emotionally and mentally. Knowing what affects mental health and how to make informed choices.</p> <p>Discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with them in a positive way.</p>

	<p>Talk about harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</p> <p>Know that there are rules for, and ways of, keeping safe, including basic road safety, and about people who can help us to stay safe.</p> <p>Identify what privacy means, their right to keep things privacy and know when to say yes or no.</p> <p>Responsible ICT use and online safety to keep safe. Recognising not to speak to strangers and for any queries to tell a trusted adult.</p> <p>Understand the term 'consent'. Explore scenarios to discuss whether consent has been given.</p>	<p>With support, can identify commonly available substances/drugs that are legal and illegal, describe some of their effects and risks and understand how to manage the risks in different situations.</p> <p>Recognise the different risks in different situations and decide to how to behave responsibly, including road use.</p> <p>Identify what privacy means, their right to keep things privacy and know when to say yes or no, understanding that they have the right to protect their body from inappropriate and unwanted contact.</p> <p>Understand the role of passwords, privacy and what is and isn't acceptable to share.</p> <p>Understand the term 'consent', explore scenarios to discuss if consent has been given and how this can impact mental health.</p>	<p>Can identify a range of substances/drugs including tobacco that are legal and illegal, including those which are commonly available, describe some of their effects and risks and explain how to manage the risks in different situations. Know what is meant by the term 'habit' and why habits can be hard to change.</p> <p>Recognise the different risks in different situations and decide to how to behave responsibly, including road use and judging what kind of physical contact is acceptable or unacceptable.</p> <p>Identify what privacy means, their right to keep things privacy and know when to say yes or no, understanding that they have the right to protect their body from inappropriate and unwanted contact.</p> <p>Understand the role of passwords, privacy and what is and isn't acceptable to share- digital footprint.</p> <p>How to manage requests of images of themselves and knowing what is and is not appropriate to send or request.</p> <p>Safe use of a mobile phone and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>Understand the term 'consent', explore scenarios to discuss if consent has been given. Make direct links to peer pressure. Explore how consent can impact mental health.</p>
Developing good relationships	<p>Understand what qualities make a good friend and the importance of them making us feel happy and secure</p>	<p>Understand the characteristics of friendships, including mutual respect, truthfulness,</p>	<p>Recognise friendships share interests and experiences and support with problems and difficulties.</p>

<p>and respecting the differences between people</p>	<p>Recognise that healthy friendships are positive and welcoming and do not make others feel lonely or excluded.</p> <p>Recognise who to trust and who not to trust.</p> <p>Recognise that bullying is wrong and how to deal with it.</p> <p>Recognise the effect of their behaviour on other people and co-operate with others.</p> <p>Understand the conventions of courtesy and manners.</p> <p>Identify and respect differences and similarities between people.</p>	<p>trustworthiness, loyalty, kindness, generosity, trust and sharing interests.</p> <p>Understand that most friendships have their ups and downs and that these can often be repaired and strengthened and should not make others feel lonely or excluded or resort to violence during this time.</p> <p>Able to judge who to trust and recognise when a relationship is making them unhappy and know how to manage these situations and how to seek out help.</p> <p>Understand, with support, the nature and consequences of bullying (including cyber) and express ways of responding to it.</p> <p>Make judgements and decisions and with support, can identify ways to resist negative peer pressure around issues affecting their health and wellbeing.</p> <p>Demonstrate respect and tolerance towards others (sometimes needing reminders to do so) and with support, resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>Recognising negative behaviours such as stereotyping and aggression and understand some of the consequences of anti-social and aggressive behaviours such as bullying and</p>	<p>Understanding that most friendships have their ups and downs but when possible use their emotional maturity to try and come up with a conflict resolution and recognise when relationships need time a part and there is nothing wrong with pausing a relationship if you are questioning it.</p> <p>Recognise and describe the nature and consequences of bullying (including cyber), express ways of responding to it and support others to do so.</p> <p>Make judgements and decisions and identify and describe ways for themselves and others, of resisting peer pressure around issues affecting their health and wellbeing.</p> <p>Demonstrate respect and tolerance towards others, resolve difference and support others to resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>Respond to and challenging negative behaviours such as stereotyping and aggression and realise and be able to articulate the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities (including trolling/cyber bullying).</p>
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	<p>That other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Explain different ways that family and friends should care for one another.</p>	<p>discrimination on individuals and communities (including trolling/cyber bullying).</p> <p>Aware that similarities and differences arise from a number of factors: cultural, ethnic, racial, disability, gender identity, sexual orientation and disability. To recognise stereotypes and they should be respected.</p> <p>Understand the difference between and the terms associated with sex, gender identity and sexual orientation.</p> <p>Recognise that civil partnerships and marriages are examples of a public demonstration of the commitment made by two people who love each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>That families are important for children growing up because they can give love, security and stability. How to recognise if family relationships are making them feel unhappy or unsafe, and no how to seek help or advice from others if needed.</p> <p>Explore, with support, how the media present information.</p>	<p>Aware that similarities and differences arise from a number of factors: cultural, ethnic, racial, disability, gender identity, sexual orientation and disability and they should be respected. Recognise and challenge stereotypes.</p> <p>The characteristics of healthy family life, commitment to each other, including times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>Explore and comment on how they media present information. Be aware that they need to look beyond the media as 'inspiration', 'perfection' and that information is not always an accurate representation to reality.</p>
First Aid	<p>Children are aware of 'people who help us': paramedics, nurses, Drs, ambulance service, police, fire and rescue services.</p> <p>They are able to identify the number to call in an emergency '999'.</p> <p>They are beginning to understand how to make a phone call to an emergency service expressing</p>	<p>Children are aware of 'people who help us': paramedics, nurses, Drs, ambulance service, police, fire and rescue services.</p> <p>They are able to identify the number to call in an emergency '999'.</p>	<p>Children are aware of 'people who help us': paramedics, nurses, Drs, ambulance service, police, fire and rescue services.</p> <p>They are able to identify the number to call in an emergency '999'.</p>

	<p>which service they require and to provide their postcode and door number.</p> <p>They are aware of concepts of basic first-aid including being able to clean a graze or cut and choose the correct dressing.</p> <p>They make attempts to experience the recovery position.</p>	<p>They understand how to make a clear and efficient phone call to the emergency services if necessary.</p> <p>They are aware of concepts of further first-aid training including minor head injuries.</p> <p>They explore and practise the recovery position.</p>	<p>They understand how to make a clear and efficient phone call to the emergency services if necessary.</p> <p>They are aware of concepts of further first-aid training including minor head injuries, recovery position and CPR.</p>
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