**crest**

**ST CHARLES’ CATHOLIC PRIMARY SCHOOL**

**PSHE PROGRESSION OF SKILLS, KNOWLEDGE AND VOCABULARY**

**crest**

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|  | **EYFS** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **Families and friendships** | | | | | | |
| **Relationships** | T develop a positive sense of themselves and others | To understand the roles of different people and that there  are different types of families.  To understand they should feel cared for and care for others | To understand ways to make friends.  To understand what to do if they are feeling lonely and how to get help. | To understand what makes a family and to know what the features of a family life are. | To understand what a positive friendship is including online friendships. | To be able to manage their own friendships and understand peer influence. | To understand what attracts them to others.  To understand romantic relationships, civil partnership and marriage. |
| **Safe relationships** | | | | | | |
| To develop social skills and form positive relationships.  To understand appropriate behaviour in groups. | To understand what privacy is and to seek permission for things. | To recognise behaviour that is hurtful.  To understand what a secret is; when it is ok to keep or when it is necessary to share. | To understand personal boundaries and relate this to being able to safely respond to others.  To understand the impact of hurtful behaviour. | To know how to respond to hurtful behaviour.  To manage confidentiality including risks posed online. | To understand which physical contact is acceptable and what they feel comfortable with. | To be able to recognise and manage pressure.  To understand consent in different situations. |
| **Respecting ourselves and others** | | | | | | |
| To develop respect for others  To have confidence in their own abilities. | To understand that their behaviour affects others and how to be polite and respectful. | To recognise things in common and differences.  To understand how to play and work cooperatively. | To be able to recognise respectful behaviour.  To know how to be courteous and polite.  To know the value and importance of self-respect. | To be able to respect differences and similarities but also know how to discuss differences sensitively. | To be able to respond respectfully to a wide range of people. To recognise prejudice and discrimination. | To be able to express their opinions and respect that of others.  To be able to discuss topical issues respectfully |
|  | **EYFS** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **Living in the wider community** | **Belonging to a community** | | | | | | |
| To make sense of their community | To understand what rules are and why we follow them.  To know how to care for others and support their needs.  To know how and why we care for the environment. | To understand what it means to belong to a group.  What are your roles and responsibilities? | To understand the value of rules and laws.  To know about rights, freedom and responsibilities. | To understand what makes a community.  To understand what a shared responsibility is. | To know how to protect the environment.  To be able to show compassion for others. | To value diversity.  To safely challenge discrimination and stereotypes. |
| **Media literacy and digital resilience** | | | | | | |
| To use opportunities to observe and explore  To find out about technology | To know how to use online services to communicate and do this safely | To know how we use the internet in everyday life. | To know how the internet is used and understand how to assess information online. | To know and understand how data is used and shared. | To know and understand how information online is targeted.  To understand the roles and impact of different media types. | To be able to evaluate media sources and share things online safely. |
| **Money and work** | | | | | | |
| To understand what their strengths and interests are  To find out about people and places. | To understand how your strengths and interests and link to jobs within the community | To understand what money is and how to look after it. | To understand that different jobs require different skills.  To understand job stereotypes.  To be able to set their own personal goals | To be able to make sensible decisions about money.  To know how to use money safely and keep it safe. | To identify their job interests and aspirations.  To understand what has influenced their career choice and explore workplace stereotypes. | To understand influences and attitudes towards money.  To have knowledge of money and financial risks. |
|  | **EYFS** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **Health and wellbeing** | **Physical health and mental wellbeing** | | | | | | |
| To learn how to manage their feelings  To understand basic hygiene routines. | To know how to keep healthy based on food and exercise.  To understand some hygiene routines including sun safety. | To understand why sleep is important. Keeping healthy; teeth and medicines including safety.  To learn ways of managing your feelings and when to ask for help. | To know how to make good choices about health and their habits.  To know what affects theirs and others feelings and know how to express them. | To be able to maintain a balanced lifestyle including oral and dental hygiene. | To develop and understand healthy sleep habits.  To understand the safety aspects around; the sun, medicines, vaccinations, immunisations and allergies. | To know what can affect mental health and how to take care of it.  To know ways to manage change, loss and bereavement. Manage their own time online. |
| **Growing and changing** | | | | | | |
| To know that our bodies are good and we need to look after them.  That there are natural life stages. | To recognise what makes them unique and special.  To learn how to manage their emotions when things go wrong. | To understand how we are growing older; life stages. Including naming body parts.  How to prepare yourself when moving on to a new class. | To identify their own strengths and achievements. | To know that God has made us different from one another.  To describe how we should treat others making links with the diverse modern society we live in. | To know which are the external genitalia and name them correctly.  To know what their personal hygiene routines are. | To understand human reproduction and birth.  To increase independence and manage transitions. |
| **Keeping safe** | | | | | | |
| To learn ways of keeping safe inside and outside their home  To know that rules are there to keep us safe | To learn ways of keeping safe online.  To understand how rules and age restrictions keep us safe. | How to keep safe in different environments; keeping safe at home. | To understand risks and hazards.  To understand safety in their local environment and also in unfamiliar places. | To know about medicines and household products including drugs common to everyday life. | To keep safe in different situations including; responding to emergencies and first aid. | To keep their personal information safe. Understand how to regulate themselves and make good choices.  To understand how drug use relates to the law and media. |