



**ST CHARLES' CATHOLIC PRIMARY
SCHOOL**



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

| | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| Relationships | Families and friendships | | | | | | |
| | Under review | 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 know that we should forgive like Jesus. | To celebrate the joy and happiness of living in friendship with others, and to understand how we can improve our friendships. | To understand what a positive friendship is. | To be able to manage their own friendships | To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families. |
| | Safe relationships | | | | | | |
| | | To understand what privacy is and to seek permission for things. | To recognise safe and unsafe situations. 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 manage confidentiality including risks posed online. To know how to respond to hurtful behaviour. | 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. |
| Relationships | Respecting ourselves and others | | | | | | |
| | | 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 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 understand what rules are and why we follow them. To know how to care for others and support | To understand what it means to belong to a community. 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 value diversity. To safely challenge discrimination and stereotypes. |

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| | | their needs. To know how and why we care for the environment. | | | | | |
| | Media literacy and digital resilience | | | | | | |
| | | 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 recognise that their increasing independence brings increased responsibility to keep themselves and others safe | 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 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 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 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 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 | 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. | |

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| | | | | | we live in. | | |
| Keeping safe | | | | | | | |
| | <p>To learn ways of keeping safe online.</p> <p>To understand how rules and age restrictions keep us safe.</p> | <p>How to keep safe in different environments; keeping safe at home.</p> | <p>To understand risks and hazards.</p> <p>To understand safety in their local environment and also in unfamiliar places.</p> | <p>To know about medicines and household products including drugs common to everyday life.</p> | <p>To keep safe in different situations including; responding to emergencies and first aid.</p> | <p>To keep their personal information safe. Understand how to regulate themselves and make good choices.</p> <p>To understand how drug use relates to the law and media.</p> | |