

### Progression of Knowledge in PSHCE

	Be Yourself	Respecting Rights	TEAM	VIPs	Money Matters	Safety First	Britain	One World	Its my body!	Growing up	Aiming High	Think Positive
Year 1	✓		✓		✓		✓		✓		✓	
Year 2		✓		✓		✓		✓		✓		✓
Year 3	✓		✓		✓		✓		✓		✓	
Year 4		✓		✓		✓		✓		✓		✓
Year 5	✓		✓		✓		✓		✓		✓	
Year 6		✓		✓		✓		✓		✓		✓

**Progression in Be Yourself**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Identify their own special traits and qualities.</p> <p>Identify and name common feelings</p> <p>Select times and situations that make them feel happy</p> <p>Talk about what makes them feel unhappy or cross</p> <p>Explain how change and loss make them feel</p> <p>Understand the importance of sharing their thoughts and feelings</p>		<p>List some of their achievements and say why they are proud of them</p> <p>Identify facial expressions associated with different feelings</p> <p>Describe some strategies that they could use to help them cope with uncomfortable feelings</p> <p>Suggest assertive solutions to scenarios</p> <p>Explain that the messages they receive from the media about how they should look, think and behave are not always realistic</p> <p>Suggest ways to make things right after a mistake has been made</p> <p>Explain that mistakes help them to learn and grow</p>		<p>Discuss scenarios where children are torn between fitting in and being true to themselves</p> <p>Explain how to communicate their feelings in different situations</p> <p>Create role plays to show different ways to manage uncomfortable feelings</p> <p>Discuss which situations would make people fight or flee and why</p> <p>Create resolutions to different tricky situations</p> <p>Identify the feelings involved in making a mistake and understand how to make amends.</p>	

<b>Vocabulary</b>	See Knowledge Organsier
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**Progression in Respecting Rights**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Know that all people have rights</p> <p>Understand that there are people who protect their rights</p> <p>Know what to do if they don't feel safe</p> <p>Talk about what respects means and how to show it</p> <p>Identify ways in which people can be different</p> <p>Explain what being fair means</p> <p>Recognise that making a positive difference in school is important</p>		<p>Know what human rights are</p> <p>Understand that all people share the same rights</p> <p>Know about the UDHR and DRC</p> <p>Know why we have rules and how they help us</p> <p>Understand that no one should take away our human rights</p> <p>Explain what respect means and how they can respect the rights of others</p> <p>Describe what a stereotype is and how they can be harmful</p>		<p>Explain that are basic human rights that all people share</p> <p>Understand that children have their own rights</p> <p>Understand that rights are universal and cannot be taken away</p> <p>Recognise that there are people across the world whose rights are not met</p> <p>Understand the importance of being rights-respecting citizens</p> <p>Identify that ideas about human rights change</p> <p>Explain what a human rights activist is and does.</p>

<b>Vocabulary</b>	See Knowledge Organsier
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**Progression in TEAM**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Can follow instructions as part of a team</p> <p>Can use key vocabulary to show kindness to others</p> <p>Can work in a group to discuss a bullying scenario</p> <p>Can decide what is helpful and what is unhelpful</p> <p>Can discuss what are good and bad behaviours</p>		<p>Can express their thoughts, feelings and worries</p> <p>Plan and create a role play about a team scenario</p> <p>Can work as a team to solve a crime</p> <p>Can show a resolution to a dispute</p>		<p>Understand that successful teams are able to disagree respectfully and communicate effectively.</p> <p>To be able to express opinions respectfully</p> <p>Explain what collaborative working is.</p> <p>Discuss what a compromise is.</p> <p>Identify ways of showing care to others in a team</p> <p>List shared responsibilities within the class team.</p>	

**Vocabulary**

See Knowledge Organiser

**Progression in VIPs**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Can explain who the special people in their lives are</p> <p>Can talk about the importance of families</p>		<p>Discuss the impact of attitudes when creating new friendships</p>		<p>Share ideas for ways we can care for our VIPs</p> <p>Describe a calming technique</p>

			<p>Can describe what makes someone a good friend</p> <p>Know how to resolve an argument in a positive way</p> <p>Know the skills involved in successful cooperation</p> <p>Identify a way to show other they care</p>		<p>Consider ways they can be an “anonymous friend”</p> <p>Discuss dares within a scenario</p> <p>With support, create a role play about positive resolution techniques</p> <p>Give ideas to help someone who is being bullied</p>		<p>Discuss how a disagreement could be handled</p> <p>Explain ways to resist pressure (with some support)</p> <p>Identify some aspects of healthy and unhealthy relationships</p>
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**Vocabulary**

See Knowledge Organiser

**Progression in Money Matters**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Can discuss things they can buy in the shops</p> <p>Talk about different sources that money can come from</p> <p>Can identify things they want</p> <p>Can identify things they need</p> <p>Can talk about ways we can keep track of what we spend</p>		<p>Can discuss where money come from</p> <p>Can talk about reasons why people go to work</p> <p>Can discuss payment resources we can use to spend money</p> <p>Can consider why and how people might get into debt</p> <p>Identify things they want and need</p>		<p>Talk about what financial risk is</p> <p>Discuss ways that advertisers try to influence us</p> <p>Identify what it means to be a critical consumer</p> <p>Describe what value for money means</p> <p>Explain what “interest” is</p> <p>Talk about what “tax” is.</p>	

		Can discuss ways they can keep money safe		Can explain ways we can keep track of what we spend			
		Can talk about ways they keep their belonging safe					
<b>Vocabulary</b>	See Knowledge Organiser						
<b>Progression in Safety First</b>							
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
			<p>Can identify some everyday dangers</p> <p>Can understand some basic rules that help keep people safe</p> <p>Know what to do if they feel in danger</p> <p>Can identify some dangers in the home</p> <p>Can identify some dangers outside</p> <p>Can identify some information they should never share on the internet</p> <p>Know that their private body parts are private</p> <p>Can recall the number to call in an emergency</p>		<p>Discuss things that they can do independently that they used to need help with</p> <p>Know what a dare is and identify situations involving peer pressure</p> <p>Know when to seek help in risky or dangerous situations</p> <p>Identify some school rules for staying safe and healthy</p> <p>List some of the dangers we face when using the road</p> <p>Describe drugs, cigarettes and alcohol in basic terms</p> <p>Identify which information they should never share online</p>		<p>Describe what a dare is and identify some situations involving peer pressure</p> <p>Know when and how to seek help in dangerous or risky situations</p> <p>Identify and discuss some school rules for staying safe and healthy</p> <p>Recall the number to call in an emergency and information that may be required.</p> <p>Know how to look after mobile devices</p> <p>Identify which information they should never share online and why</p> <p>Identify who they should tell if they see something online that</p>

			Can list some people who can help them stay safe		Know what it means to be kind and respectful online		worries, upsets or confuses them  Explain and demonstrate personally what it means to be kind and respectful online
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<b>Vocabulary</b>	See Knowledge Organsier						
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<b>Progression in Britain</b>							
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Can identify groups and communities that they belong to</p> <p>Can explain how to be a good neighbour</p> <p>Can pick out things that harm and things that help a neighbourhood</p> <p>Can describe what it is like to live in Britain</p> <p>Can identify similarities and differences between British people</p> <p>Can talk about what makes them feel proud of being British</p>		<p>Can describe what it is like to live in Britain</p> <p>Can talk about what democracy</p> <p>Can talk about what rules and laws are</p> <p>Can talk about what liberty means</p> <p>Can describe a diverse society</p> <p>Describe what being British means to them</p>		<p>Talk about the range of faiths and ethnicities in Britain</p> <p>Explain how and why laws are made</p> <p>Explain what a community is</p> <p>Discuss some roles of local government</p> <p>Describe the basic structure of national government</p> <p>Talk about the role of charities and voluntary groups in the community</p>	

<b>Vocabulary</b>	See Knowledge Organsier						
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Progression in One World							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Can talk about special people in their life and say why they are special</p> <p>Can talk about different homes around the world and identify how they are the same as and different from their own</p> <p>Can describe what their school looks like</p> <p>Can explain what an environment is</p> <p>Can explain what natural resources are and identify how people use them</p> <p>Can say what they love about the world in which they live and describe how they would feel if these things disappeared</p>		<p>Describe similarities and differences between people's lives</p> <p>Identify opinions that are different from their own</p> <p>Express their own opinions</p> <p>Recognise that their actions impact on people in different countries</p> <p>Know what climate change is</p> <p>Know that there are organisations working to help people in challenging situations in other communities</p>		<p>Explain what a global citizen is</p> <p>Say what global warming is</p> <p>Understand that human energy use can harm the environment</p> <p>Understand the importance of not wasting water</p> <p>Understand what biodiversity is</p> <p>Understand that their choices can have far reaching consequences</p>
<b>Vocabulary</b>	See Knowledge Organiser						
Progression in It's my Body							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



		<p>Can explain how much sleep they need</p> <p>Can discuss why exercise is good for them</p> <p>Can understand they can choose what happens to their bodies</p> <p>Can list healthy snacks</p> <p>Know to ask a trusted adult if uncertain about whether something is safe to eat or drink</p> <p>Demonstrate hygienic ways to look after their bodies</p>		<p>Can explain what happens if they don't sleep enough</p> <p>Can discuss what happens to muscles when we exercise them</p> <p>Can understand they can choose what happens to their body and know when a 'secret' should be shared</p> <p>Can explain that too much sugar is bad for health</p> <p>Knows the difference between medicine and harmful drugs and chemicals</p> <p>Can explain how germs travel spread disease</p>		<p>Understand that they can choose what happens to their own bodies</p> <p>Know where and how to get help if they are worried</p> <p>Understand the importance of sleep</p> <p>Identify some physical changes their bodies go through during puberty</p> <p>Identify ways in which certain drugs-including tobacco and alcohol-can harm their bodies</p> <p>Identify positive aspects about themselves</p> <p>Discuss the choices related to health that they make each day</p> <p>Identify choices that will benefit their health and provide a balanced lifestyle</p>	
<b>Vocabulary</b>	See Knowledge Organiser						
<b>Progression in Growing up</b>							
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
			Can use scientific names introduced to name male and female body parts		Name the male and female parts of the body needed for reproduction		Name physical changes that young people will experience during puberty

			<p>Can identify some differences between males and females</p> <p>Can identify the body parts that we keep private</p> <p>Understands the words 'no' and 'stop'</p> <p>Understands that peoples bodies and feelings can be hurt</p> <p>Can identify an adult they can talk to if they are concerned about inappropriate touch</p> <p>Can talk about their own likes and dislikes</p> <p>Understands that different people like different things</p> <p>Understands that girls and boys can like different things or the same things</p> <p>Can describe how they have changed since they were a baby</p>		<p>Describe some of the changes that boys go through during puberty</p> <p>Describe some of the changes that girls go through during puberty</p> <p>Describe some of the feelings young people might experience as they grow up</p> <p>Know ways to keep clean during puberty</p> <p>Talk about their family and the relationships within it</p> <p>Understand that there are many different types of family</p> <p>Identify similarities and differences in different loving relationships</p>		<p>Describe emotional changes that young people may experience during puberty</p> <p>Know that there is no such thing as a perfect body</p> <p>List things that all loving relationships have in common</p> <p>Explain how babies are conceived and how they are born</p>
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			<p>Can understand that people's needs change as they grow older</p> <p>Can talk about things they would like to do when they are older</p> <p>Can discuss some changes that people might go through in life</p>				
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<b>Vocabulary</b>	See Knowledge Organiser						
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**Progression in Aiming High**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
		<p>Can discuss their star qualities</p> <p>Can identify what a positive learning attitude is</p> <p>Can talk about what jobs they can do when they grow up</p> <p>Can discuss what skills and interests are needed for different jobs</p> <p>Can talk about hopes they have for the future</p> <p>Can discuss what they are looking</p>		<p>Can discuss their personal achievements and skills</p> <p>Can identify what a positive learning attitude is</p> <p>Can talk about the range of jobs that people do</p> <p>Can discuss what skills and interests are needed for different jobs</p> <p>Can talk about jobs they might like to do in the future</p>		<p>Discuss their personal achievements and skills</p> <p>Discuss different learning styles</p> <p>Identify what a positive learning attitude is</p> <p>Talk about the range of jobs that people do</p> <p>Understand what a gender stereotype is</p> <p>Talk about what skills employers look for in employees</p>	

		forward to about next year		Can discuss what skills they might need to do certain jobs		Work with others in a team.  Discuss the skills that everyone needs to succeed.	
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<b>Vocabulary</b>	See Knowledge Organiser						
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<b>Progression in Think Positive</b>							
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Can identify and discuss feelings and emotions, using simple terms</p> <p>Can describe things that make them feel happy and unhappy</p> <p>Can understand that they have a choice about how to react to things that happen</p> <p>Can talk about personal achievements and goals</p> <p>Can describe difficult feeling and what might cause these feelings</p> <p>Can discuss things for which they are thankful</p>		<p>Understand that it is important to look after our mental health</p> <p>Recognise and describe a range of positive and negative emotions</p> <p>Discuss changes people may experience in their lives and they might make them feel</p> <p>Talk about things that make them happy and help to keep them calm</p> <p>Identify uncomfortable emotions and what can cause them</p> <p>Discuss the characteristics of a good learner</p>		<p>Talk about their thoughts, feelings and behaviours</p> <p>Identify unhelpful and helpful thoughts</p> <p>Suggest outcomes linked to certain thoughts, feelings and actions</p> <p>Discuss ways in which positive thinking can be beneficial</p> <p>Identify and discuss uncomfortable emotions</p> <p>Identify common choices we have to make in life</p> <p>Use basic mindful techniques when guided</p>

			Can focus on an activity, remaining calm and still				Describe what makes a good listener
<b>Vocabulary</b>	See Knowledge Organsier						