



Willow Wood Community Nursery and Primary School

PSHE Progression Grid



The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, over a two year cycle, along with the specific vocabulary which supports this understanding.

Core Theme 1: HEALTH AND WELL BEING

Skills	<p>At EYFS:</p> <p>Children can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body.</p> <p>They can explain that people grow from young to old. Children can talk about good and not so good feelings, creating a vocabulary to describe their feelings to others and simple strategies for managing these.</p> <p>They can talk about change and loss and the associated feelings (moving house, losing toys).</p>	<p>Year 1:</p> <p>Children can explain about people who look after them, who to go to if they are worried and ways to help these people look after them.</p> <p>Children can talk about growing and changing and new opportunities and responsibilities that increasing independence brings.</p> <p>They can think about themselves, learn from their experiences, recognising and celebrating their strengths and set simple but challenging goals.</p>	<p>Year 2:</p> <p>Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).</p> <p>Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).</p> <p>Children recognise they share a responsibility for keeping themselves and others safe.</p> <p>They can explain ways diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.</p>	<p>Lower KS2:</p> <p>Year 3</p> <p>Children know school rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p>Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise).</p> <p>They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions).</p> <p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.</p> <p>They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).</p> <p>Year 4</p> <p>They can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs.</p> <p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p> <p>Children can understand the term 'habit' and why these can be hard to change and differentiate between the terms 'risk, danger and hazard'.</p> <p>They can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).</p>	<p>Upper KS2:</p> <p>Year 5</p> <p>Children recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>Children can discuss strategies for keeping physically and emotionally safe (road safety, social media, mobile phones).</p> <p>They can talk about the importance of protecting personal information (passwords/images).</p> <p>They can recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>They understand that bacteria and viruses can affect health and that following simple routines can reduce the spread. Recognise when and how to ask for help (incl. outside organisations).</p> <p>Year 6</p> <p>Pupils can explain how their body will change as they approach and move into puberty.</p> <p>They can talk about human reproduction including conception (and that this can be prevented).</p> <p>They can identify positive ways to face new challenges (for example the transition to secondary school).</p> <p>They can recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce)</p> <p>They recognise that they may experience conflicting emotions when they might need to listen to their emotions to overcome them.</p> <p>They can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth.</p>

					They demonstrate respect for differences between people.
Core Theme 2: RELATIONSHIPS					
Skills	<p>At EYFS: Children can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).</p> <p>Children recognise what is fair/unfair, kind/unkind, right/wrong.</p> <p>The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprise.</p> <p>Children understand what kind of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond to unsafe touch (including who to tell and how to tell).</p> <p>That people's bodies and feelings can be hurt.</p>	<p>Years 1 Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).</p> <p>They can identify and respect differences and similarities between people.</p>	<p>Years 2 Share their opinions on things that matter to them with one other person/class.</p> <p>To offer constructive support/feedback to others.</p> <p>Children communicate their feelings to others, to recognise how others show feelings and how to respond.</p>	<p>Lower KS2:</p> <p>Year 3 Children can respond appropriately to a wider range of feelings in others.</p> <p>Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>Children to judge what kind of physical contact is acceptable or unacceptable and to be aware of different types of use, how to respond and get help</p> <p>The concept of 'keeping something confidential or secret' when we should or shouldn't agree to this/ when it is right to 'break a confidence' or 'share a secret'.</p> <p>Year 4 They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).</p> <p>They can recognise and discuss the importance of relationships to marriage, parenthood and family life.</p>	<p>Upper KS2:</p> <p>Year 5 Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p> <p>Children will identify differences between male and female. Identify how people change and grow and what makes us special.</p> <p>They will explore and discuss different types of relationships.</p> <p>Year 6 Pupils can recognise difference and diversity (for example in culture, lifestyles, or relationships), and can demonstrate understanding and empathy towards others who live their lives in different ways.</p> <p>They can assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc).</p> <p>Children will be able to identify the emotional and physical changes that take place during puberty.</p> <p>They will be able to identify positive relationships and how babies are made. Children will be able to explain how a baby develops in the womb during pregnancy and how they are born.</p> <p>They will be able to understand and explain the physical and emotional changes that take place as girls and boys go through puberty.</p> <p>To be able to discuss images and pressures on young adults.</p>

Core Theme 3: LIVING IN THE WIDER WORLD

Skills	<p>At EYFS: Children can demonstrate how to contribute to the life of the classroom.</p> <p>Children can construct and agree to follow group and class rules and understand how these help them.</p> <p>They understand people and other living things have needs and that they have responsibilities to meet them (taking turns, share return things that have been borrowed).</p>	<p>Years 1 Children understand they belong to various groups and communities (family, school, faith).</p> <p>They can recognize what improves and harms their local, natural and built environments and some of the ways people look after them.</p>	<p>Years 2 Children can demonstrate that money comes from different sources and can be used for different purposes (spending, saving).</p> <p>They understand the role money plays in their lives (how to manage, keep it safe, spending choices and what influences these choices).</p> <p>Children understand there are a wide range of jobs and challenge gender stereotypes about careers.</p>	<p>Lower KS2: Year 3 Children understand what being part of a community means, and about local and national intuitions that support communities.</p> <p>Recognise the role of voluntary, community and pressure groups, particularly health and well-being (Childline, Age UK).</p> <p>Children can research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p> <p>Year 4 Children understand different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>Resolve differences by looking at alternatives, seeing and respecting others' point of view, making decisions and explaining choices.</p> <p>They can demonstrate why and how rules/laws protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>Children can realise the consequences of anti - social behaviour and aggressive behaviours (bullying discrimination on individuals/communities).</p>	<p>Upper KS2: Year 5 Children can demonstrate the role money plays in their/other's lives (how to manage and be a critical consumer).</p> <p>Develop an understanding of the concepts of interest, loan, debt and tax (VAT).</p> <p>Resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Children will appreciate the need for personal safety issues when using the Internet. They will be aware of internet dangers and what children can do to keep themselves and others safe.</p> <p>Year 6 Children understand possible routes to different careers and be able to set goals towards these aspirations.</p> <p>They understand 'enterprise' and skills that make someone enterprising.</p> <p>Children can explore and critique how the media present information.</p>
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Overarching (subject) Vocabulary

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	EYFS	different body parts different emotions and feelings online safety healthy eating healthy lifestyle germs exercise energy the different food groups change cycles baby child	special respect family same different kindness caring love truthfulness trustworthiness loyalty kindness generosity	environment vocabulary relating to money e.g. coins notes debit/credit cards till price tags/labels receipts purses/wallets shopping trolley/basket piggy bank pocket money savings

		teenager adult old age private parts and their proper names	trust feelings fair/unfair right/wrong secrets surprises responsibility	
	KS1	All of the above plus: medicines drugs harmful viruses diseases resilience loss bereavement tolerance respect illness privacy personal hygiene dental hygiene teeth achievement body parts (including genitalia) secrets self esteem life cycles safety	All of the above plus: acceptable comfortable unacceptable uncomfortable teamwork cooperation consent conflict resolution bullying caring feelings same different similarities differences family friendship bullying teasing opinion	All of the above plus: democracy saving responsibility community rules and laws money and its sources career gender stereotypes (jobs)
	Lower KS2	All of the above plus: risk-taking talents body image puberty homophobic bullying prejudice racism social norms stereotypes tolerance respect internet safety	All of the above plus: support networks safeguarding diversity trust social behaviours aggressive behaviours	All of the above plus: media influence aspirations
	Upper KS2	All of the above plus: independence emotional needs assertiveness dares friendship dilemma FGM body odour periods masturbation wet dreams emotions	All of the above plus: peer influence peer pressure appropriate touch gender expression identity sexual orientation respect gender identity LGBT discrimination empathy prejudice	All of the above plus: critical consumer enterprise Interest loan debt tax Year 6 only citizenship taxes

		Year 6 only STI HIV stigma sexting reproduction conception IVF adoption surrogacy pregnancy birth	race disability Year 6 only forced marriage arranged marriage civil partnerships	
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