



St Mary's Catholic Primary School and Nursery

Progression of PSHE Knowledge Skills and Concepts

	Nursery	Reception	Year 1	Year 2	End of Key Stage 1
Relationships education: Families and people who care for me	To identify the people who love and care for them and what they do to help them feel cared for.	To identify the people who love and care for them and what they do to help them feel cared for.	To identify the people who love and care for them and what they do to help them feel cared for. To identify common features of family life – who are the people in their family. To know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.	To know about different types of families including those that may be different to their own. To identify common features of family life e.g. what do your family like to do together? How does that compare and contrast to others? To know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.	That families are important for children growing up because they can give love, security and stability. That others' 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.



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<p>Relationships education: Families and people who care for me</p>	<p>Building confidence with children/ staff.</p> <p>Building relationships with other children.</p> <p>Sharing and turn taking.</p> <p>Interacting/ playing with others .</p>	<p>Building confidence with children/ staff .</p> <p>Building relationships with other children.</p> <p>Sharing and turn taking.</p> <p>Interacting/ playing with others</p>	<p>To know about how people make friends and what makes a good friendship.</p> <p>To be able to use simple strategies to resolve arguments between friends positively.</p> <p>To know how to ask for help if a friendship is making them feel unhappy</p>	<p>To know about how people make friends and what makes a good friendship.</p> <p>To know about how to recognise when they or someone else feels lonely and what to do.</p> <p>To be able to use simple strategies to resolve arguments between friends positively.</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>
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<p>Relationships education: Respectful relationships</p>	<p>Talking with others to resolve conflicts.</p> <p>Understanding how others might be feeling</p>	<p>Talking with others to resolve conflicts.</p> <p>Understanding how others might be feeling.</p>	<p>To know, be able to explain (and do!) what is kind and unkind behaviour, and how this can affect others about how to treat themselves and others with respect.</p> <p>How to be polite and courteous.</p> <p>To recognise the ways in which they are the same and different to others.</p>	<p>To know how to listen to other people and play and work cooperatively.</p> <p>To know how to talk about and share their opinions on things that matter to them</p>	<p>The importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority the conventions of courtesy and manners.</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>
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<p>Relationships education: Online relationships</p>			<p>That bodies and feelings can be hurt by words and actions.</p> <p>That people can say hurtful things online about how people may feel if they experience hurtful behaviour or bullying that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable.</p> <p>How to report bullying; the importance of telling a trusted adult.</p>	<p>That bodies and feelings can be hurt by words and actions.</p> <p>That people can say hurtful things online about how people may feel if they experience hurtful behaviour or bullying that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable.</p> <p>How to report bullying; the importance of telling a trusted adult.</p>	<p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>
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<p>Relationships education: Being safe</p>			<p>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p> <p>To know how to respond safely to adults they don't know.</p> <p>To know how to respond if physical contact makes them feel uncomfortable or unsafe.</p> <p>To know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p>	<p>To know that sometimes people may behave differently online, including by pretending to be someone they are not.</p> <p>To know that there are situations when they should ask for permission and also when their permission should be sought.</p> <p>To understand the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).</p> <p>To know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</p> <p>To know what to do if they feel unsafe or worried for themselves or others; who to ask for</p>	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>
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				help and vocabulary to use when asking for help; importance of keeping trying until they are heard.	How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
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<p>Physical Health and mental wellbeing: Mental wellbeing</p>	<p>Separating from parents/ carers.</p> <p>Helping them to distract themselves when/ if they are upset.</p>	<p>Separating from parents/ carers.</p> <p>Helping them to distract themselves when/ if they are upset.</p>	<p>To know the different feelings that humans can experience.</p> <p>To know how to recognise and name different feelings.</p> <p>To know how feelings can affect people's bodies and how they behave.</p> <p>To understand the things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <p>To know the different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</p> <p>To recognise when they need help with feelings; that it is important to ask</p>	<p>To recognise what others might be feeling.</p> <p>To recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>To know different ways of sharing feelings and a range of words to describe feelings.</p> <p>To recognise what others might be feeling.</p> <p>To recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>To know the different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</p>	<p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and</p>
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			<p>for help with feelings; and how to ask for it.</p> <p>To understand about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p>	<p>To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</p> <p>To understand about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p>	<p>family and the benefits of hobbies and interests.</p>
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<p>Physical Health and mental wellbeing: Internet safety and harms</p>	<p>Discussion of right/wrong/ rules in school.</p>	<p>Discussion of right/wrong/ rules in school.</p>	<p>To know about rules that keep us safe.</p> <p>To recognise risk in simple everyday situations and what action to take to minimise harm.</p> <p>To know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p>	<p>To know about rules and age restrictions that keep us safe.</p> <p>To recognise risk in simple everyday situations and what action to take to minimise harm.</p> <p>To know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p>	<p>To know about rules and age restrictions that keep us safe.</p> <p>To recognise risk in simple everyday situations and what action to take to minimise harm.</p> <p>To know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p>
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<p>Physical Health and mental wellbeing: Physical health and fitness + healthy eating</p>	<p>Helping them to distract themselves when/ if they are upset.</p>	<p>Helping them to distract themselves when/ if they are upset.</p>	<p>About what keeping healthy means; different ways to keep healthy.</p> <p>About the people who help us to stay physically healthy.</p>	<p>About foods that support good health and the risks of eating too much sugar.</p> <p>About how physical activity helps us to stay healthy; and ways to be physically active everyday.</p>	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p>
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<p>Physical Health and mental wellbeing: Health and Prevention + basic first aid</p>	<p>Eash your hands after going to the toilet.</p> <p>Wash your hands before eating.</p> <p>Wash your hands if they are dirty.</p>	<p>Eash your hands after going to the toilet.</p> <p>Wash your hands before eating.</p> <p>Wash your hands if they are dirty.</p>	<p>To know simple hygiene routines that can stop germs from spreading.</p> <p>To understand why sleep is important and different ways to rest and relax.</p> <p>To know about the people who help us to stay physically healthy and whose job it is to keep us safe.</p> <p>To know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</p> <p>To understand how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).</p>	<p>To know simple hygiene routines that can stop germs from spreading.</p> <p>To know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</p> <p>To know how to keep safe in the sun and protect skin from sun damage.</p> <p>To know different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</p> <p>To know that household products (including medicines) can be harmful if not used correctly.</p> <p>To know ways to keep safe in familiar and</p>	<p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>How to make a clear and efficient call to emergency services if necessary.</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.</p>
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			<p>To know what to do if there is an accident and someone is hurt.</p> <p>To know how to get help in an emergency (how to dial 999 and what to say).</p>	<p>unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</p> <p>To know what to do if there is an accident and someone is hurt.</p> <p>To know how to get help in an emergency (how to dial 999 and what to say).</p>	
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Living in the wider world	Discussion of right/wrong/ rules in school.	Discussion of right/wrong/ rules in school.	To know what rules are, why they are needed and why different rules are needed for different situations and to be able to follow them.	To understand that people and other living things have different needs; about the responsibilities of caring for them.	To understand that people and other living things have different needs; about the responsibilities of caring for them.
			To understand that people and other living things have different needs; about the responsibilities of caring for them.	To know about things they can do to look after the environment.	To know about things they can do to look after the environment.
			To be able to explain about the different groups they belong to.	To know about and be able to explain the different roles and responsibilities people have in their communities.	To know about and be able to explain the different roles and responsibilities people have in their communities.
			To know about and be able to explain the different roles and responsibilities people have in their different groups.	To recognise the ways they are the same, as and different to, other people.	To recognise the ways they are the same, as and different to, other people.
			To know about the role of the internet in everyday life.	To know about how the internet and digital devices can be used safely to find things out and to communicate with others.	To know about how the internet and digital devices can be used safely to find things out and to communicate with others.



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			<p>To know that all information seen online is true.</p> <p>To know what money is; forms that money comes in; the money comes from different sources.</p> <p>To know that people make different choices about how to save and spend money.</p> <p>To know that everyone has different strengths.</p> <p>To know that jobs help people to earn money to pay for things.</p>	<p>To know that all information seen online is true.</p> <p>To know about difference between needs and wants; that sometimes people may not always be able to have the things they want.</p> <p>To know that money needs to be looked after; different ways of doing this.</p> <p>To know about the different jobs that people they know or people who work in the community do.</p> <p>To know about the some of the strengths and interests someone might need to do different jobs.</p>	<p>To know that all information seen online is true.</p> <p>To know about difference between needs and wants; that sometimes people may not always be able to have the things they want.</p> <p>To know that money needs to be looked after; different ways of doing this.</p> <p>To know about the different jobs that people they know or people who work in the community do.</p> <p>To know about the some of the strengths and interests someone might need to do different jobs.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key vocabulary</p>	<ul style="list-style-type: none"> Rules Danger Real Fake Danger Good touch Bad touch Pants Private Happy Sad Healthy Unhealthy Exercise Job Money Same Different Needs Wants Rules 	<ul style="list-style-type: none"> Rules Danger Real Fake Danger Good touch Bad touch Pants Private Happy Sad Healthy Unhealthy Exercise job Money Same Different Needs Wants Rules 	<ul style="list-style-type: none"> Special Different Dilemma Responsibility Challenge Unhelpful Helpful Behaviour Problem Co-operative Respect Responsible Rules / Earn / Win Findpresents Pocket money Borrow / Benefits Save / Choices Jobs / Healthy diet Oral health Physical activity Active / Sleep Vaccination routine Hygiene / Food Rest / Routines Care / Excluded Friend / Difficult Problems Resolve Emergency Safe / Responsible 	<ul style="list-style-type: none"> Medicine Healthy Pharmacy Doctor Safety Asthma Instructions Emergency Safe Responsible Rules Unsafe Hazards Road safety Fire safety Danger Care Excluded Friend Difficult Problems Resolve Healthy diet Oral health Physical activity Active Sleep Vaccination routine Hygiene Food / Rest 	
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			Rules / Unsafe Hazards Road safety Fire safety Danger / Medicine Healthy / Pharmacy Doctor / Safety Asthma Instructions Family Same Different Boy / Girl / Babies Male / Female New life cycle / Birth Body parts Timeline Order	Routines Respect Responsible Rules / Rights Family Same / Different Boy / Girl / Babies Male / Female New life cycle / Birth Body parts Timeline Order	
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Progression of PSHE Knowledge Skills and Concepts

	Year 3	Year 4	Year 5	Year 6	End of Key Stage 2
Relationships education: Families and people who care for me	<p>To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>To understand that a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>To recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p>	<p>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>To recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p>	<p>To know that marriage and civil partnership is a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</p> <p>To know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.</p> <p>To recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p>	<p>To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p> <p>To know that people may be attracted to someone emotionally, romantically and sexually; that gender identity and sexual orientation are different.</p> <p>To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p>	<p>That families are important for children growing up because they can give love, security and stability.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>That others' 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>



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<p>Relationships education: Families and people who care for me</p>	<p>To understand about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>To know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p>	<p>To know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p> <p>To understand the importance of seeking support if feeling lonely or excluded.</p> <p>That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p>	<p>To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p>	<p>To have strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>To know how friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p>	<p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>
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<p>Relationships education: Respectful relationships</p>	<p>To be able to respect the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>To be able to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p>	<p>To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>	<p>To know that personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p>	<p>To know that personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>	<p>To have practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
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Relationships education: Online Relationships	To understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour.	To understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour.	To understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour.	To understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour.	To understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour.
	To have strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.	To have strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.	To have strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.	To have strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.	To have strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Relationships education: Being safe</p>	<p>To know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>About seeking and giving permission (consent) in different situations.</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>	<p>To know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies</p>	<p>To know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>About seeking and giving permission (consent) in different situations.</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>Where to get advice and report concerns if worried about their own or</p>	<p>To know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p>	<p>To know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p>
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		<p>to respond to unwanted physical contact.</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>	<p>someone else's personal safety (including online).</p>	<p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>	<p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>
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<p>Physical Health and mental wellbeing: Mental wellbeing</p>	<p>To recognise that feelings can change over time and range in intensity.</p> <p>To understand how everyday things affect feelings and the importance of expressing feelings.</p> <p>To use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>To learn about change and how these can affect feelings; ways of expressing and managing these feelings.</p> <p>To develop problem-solving strategies for dealing with emotions, challenges and change.</p>	<p>To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>To know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>To use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>To learn about change and how these can affect feelings; ways of</p>	<p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p> <p>To learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>To develop problem-solving strategies for dealing with emotions, challenges and change.</p>	<p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p> <p>To learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p>	<p>It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>
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		expressing and managing these feelings. To develop problem-solving strategies for dealing with emotions, challenges and change.			
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<p>Physical Health and mental wellbeing: Internet safety and harms</p>	<p>To understand the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>To know about about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others.</p> <p>To know what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p>	<p>To understand the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>To know about about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others.</p> <p>To know what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p>	<p>To understand the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>To know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others.</p> <p>To know what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p>	<p>To understand the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>To know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others.</p> <p>To know what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p>	<p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Where and how to report concerns and get support with issues online.</p>
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<p>Physical Health and mental wellbeing: Physical health and fitness + healthy eating</p>	<p>To understand the elements of a balanced, healthy lifestyle.</p> <p>To recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>To understand how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p>	<p>To understand the elements of a balanced, healthy lifestyle.</p> <p>To recognise that habits can have both positive and negative effects on a healthy lifestyle.</p>	<p>To understand the elements of a balanced, healthy lifestyle.</p> <p>To understand the choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>To know what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p>	<p>To understand about the elements of a balanced, healthy lifestyle.</p> <p>To know how to make informed decisions about health.</p> <p>To understand about choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>To know what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p>	<p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>
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<p>Physical Health and mental wellbeing: Drugs, alcohol and tobacco</p>				<p>About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>About why people choose to use or not use drugs (including nicotine, alcohol and medicines).</p> <p>About the mixed messages in the media about drugs, including alcohol and smoking/vaping.</p> <p>About the organisations that can support people</p>	<p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
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				concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.	
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Physical Health and mental wellbeing: Health and Prevention + basic first aid	<p>To know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p>	<p>To understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p>	<p>To know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p>	<p>To know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p>	<p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p>
	<p>To know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</p>	<p>To know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p> <p>To know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p>	<p>How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p> <p>About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p>	<p>How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p>	<p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>



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<p>Physical Health and mental wellbeing: Changing adolescent bodies</p>		<p>About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p>	<p>About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p>To identify the external genitalia and internal reproductive organs in males and females.</p> <p>About the new opportunities and responsibilities that increasing independence may bring.</p>	<p>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born.</p> <p>How babies need to be cared for.</p> <p>About where to get more information, help and advice about growing and changing, especially about puberty.</p>	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>
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Living in the wider world	<p>The importance of having compassions towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p>	<p>To know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment e.g. reducing, reusing, recycling; food choices.</p>	<p>To understand the relationships between rights and responsibilities.</p>	<p>To recognise that there are human rights that are there to protect everyone.</p>	<p>To recognise that there are human rights that are there to protect everyone.</p>
	<p>To recognise the reason for rules and laws; consequences of not adhering to roles and laws.</p>	<p>To value the different contributions that people and groups make to the community.</p>	<p>The importance of having compassions towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p>	<p>To recognise the reason for rules and laws; consequences of not adhering to roles and laws.</p>	<p>To recognise the reason for rules and laws; consequences of not adhering to roles and laws.</p>
	<p>To know about the different groups that make up their community and what living in a community means.</p>	<p>To recognise ways in which the internet and social media can be used both positively and negatively.</p>	<p>To know and understand about the diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p>	<p>To know about prejudice: how to recognise behaviours/actions which discriminate against others; ways of responding to if witnessed or experienced.</p>	<p>To know about prejudice: how to recognise behaviours/actions which discriminate against others; ways of responding to if witnessed or experienced.</p>
	<p>To know how to assess the reliability of sources of information online; and how to make safe reliable choices from search results.</p>	<p>To know that that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p>	<p>To know and understand about stereotypes; how they can negatively influence behaviour and attitudes towards others; strategies for challenging stereotypes.</p>	<p>To know and understand about the diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p>	<p>To know and understand about the diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p>
	<p>To know about the different ways to pay for</p>			<p>To recognise things appropriate to share and things that should not be shared on social media;</p>	<p>To recognise things appropriate to share and things that should not be shared on social media;</p>



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	<p>things and the choices people have about this.</p> <p>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.</p> <p>To know about the some of the strengths and interests someone might need to do different jobs.</p> <p>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p>	<p>To recognise that people make spending decisions based on priorities, needs and wants.</p> <p>To know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</p> <p>To understand about stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p>	<p>To know about some of the different ways information and data is shared and used online, including for commercial purposes.</p> <p>To know about however information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p> <p>To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>To know about how text and images I the media and on social media can be manipulated or invented; strategies to evaluate the reliability of</p>	<p>rules surrounding distribution of images.</p> <p>To know about how text and images I the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p> <p>To know about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations .</p> <p>To identify the ways that money can impact on people's feelings and emotions.</p> <p>To know about some of the skills that will help them in their future careers e.g. teamwork,</p>	<p>rules surrounding distribution of images.</p> <p>To know about how text and images I the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p> <p>To know about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</p> <p>To identify the ways that money can impact on people's feelings and emotions.</p> <p>To know about some of the skills that will help them in their future</p>
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			<p>sources and identify misinformation.</p> <p>To know about the different ways to keep track of money.</p> <p>To understand the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p> <p>To know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</p> <p>To know that some jobs are paid more than others and money is one factor</p>	<p>communication and negotiation.</p> <p>To identify the kind of job that they might like to do when they are older.</p> <p>To recognise a variety of routes into careers (e.g. college, apprenticeship, university).</p>	<p>careers e.g. teamwork, communication and negotiation.</p> <p>To identify the kind of job that they might like to do when they are older.</p> <p>To recognise a variety of routes into careers (e.g. college, apprenticeship, university).</p>
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			which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.		
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