

## Hinstock Primary School

### Skills Progression Map- PHSE

Core Theme		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Core theme</b> <b>1- Health and well being</b></p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> <li>1. what is meant by a healthy lifestyle</li> <li>2. how to maintain physical, mental and emotional health and wellbeing</li> <li>3. how to manage risks to physical and emotional health and wellbeing</li> </ol>	<p><b>Physical health and well- being</b></p>	<p>Learn and practise skills for maintaining hygiene. Learn about different food type- some healthy, some not. Aware that we need to drink, exercise and sleep to keep healthy. To speak to adults/ peers if worried. Know the importance of tooth brushing.</p>	<p>Know how to maintain a healthy body. Maintain personal hygiene. Develop simple skills to help prevent diseases spreading. Practice sun safety.</p>	<p>Make healthy choices. Describe feelings to others. Use simple strategies for managing feelings and know how to ask for help. Know the importance of sleep. Understand dental hygiene.</p>	<p>Know what a balanced diet is. Identify habits and why they can be hard to change. Know how to express feelings appropriately.</p>	<p>Understand how to make choices to maintain a balanced lifestyle. Know to keep safe around commonly available substances and drugs. Follow simple routines to reduce the spread of bacteria and viruses. Maintain oral hygiene and dental care.</p>	<p>Recognise what positively and negatively affects health and wellbeing. Explain a healthy lifestyle. Recognise what might influence choices. Understand healthy sleep habits; sun safety, medicines, vaccinations, immunisations and allergies.</p>	<p>Recognise how images in the media do not always reflect reality. Recognise images in the media can affect how people feel about themselves. Identify the risks and effects of drugs. Recognise what affects mental health and ways to care for it.</p>

<p>4. ways of keeping physically and emotionally safe</p> <p>5. about managing change, including puberty, transition and loss</p> <p>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>7. how to respond in an emergency</p> <p>8. to identify different influences on health and wellbeing</p>	<p><b>Growing and Changing</b></p>	<p>Name parts of the body, linked to their learning. Understand the idea of growing from young to old.</p>	<p>Recognise and celebrate strengths and set simple but challenging goals. Explain change and loss and the associated feelings. Recognise how to manage emotions when things go wrong.</p>	<p>Recognise what I am good at. Set goals. Name the main parts of the body and explain how these change over time.</p>	<p>Recognise what I am good at and set goals. Understand and manage setbacks to achieve goals. Describe my feelings. Recognise conflicting feelings and manage them.</p>	<p>Recognise what I am good at and set goals. Recognise mistakes can help growth. Understand the physical and emotional changes in puberty. Follow personal hygiene routines and understand their importance with support.</p>	<p>Reflect on and celebrate achievements. Identify strengths and areas for improvement. Set high aspirations and goals. Recognise feelings and explain their range and intensity to others. Listen to and overcome conflicting emotions. Use strategies to cope with change, including transitions, loss, separation, divorce and bereavement</p>	<p>Reflect on and celebrate my achievements. Confidently identify my strengths. Accurately identify areas for improvement. Set high aspirations and goals. Understand human reproductions and birth, increase in independence and know strategies for managing transition successfully.</p>
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	<p><b>Keeping Safe</b></p>	<p>Make simple choices between activities, foods, etc. Know when I feel well or unwell. Ask for help if I am worried about something.</p>	<p>Know how to keep safe from household products, including medicines. Recognise people who look after me. Know how to ask for help if worried about something. Understand that secrets are not to be kept if they are causing concern and distress. Understand how rules and age restrictions help us stay safe online.</p>	<p>Know how to keep safe in different environments. Ask for help if worried about something. Understand risk and safety at home and what to do in an emergency at home and in different situations.</p>	<p>Follow school rules about health and safety. Follow basic emergency procedures. Understand the risks and hazards in difference environments and unfamiliar places. Know what to do in the case of an emergency in different environments.</p>	<p>Keep safe in local area and online. Protect personal information. Explain what is appropriate to ask for or share. Identify people who help us stay healthy and safe and know who to talk to if feeling uncomfortable or at risk. Understand the risks associated with everyday household products and drugs common to everyday life.</p>	<p>Keep physically and emotionally safe including road safety and safety in the environment. Know how to keep safe online and how to protect personal information. Use mobile phones responsibly, including safe keeping and safe user habits. Have a basic understanding of first aid.</p>	<p>Differentiate between risk, danger and hazard. Recognise, predict and assess risks in different situations and decide how to manage them responsibly. Know strategies to resist pressures linked to behaving in unacceptable, unhealthy or risky ways. Recognise the need to ask for help. Explain the right to protect your body and the law linked to contact and abuse.</p>
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								Know how to keep personal information safe, including regulations and choices. Understand drug use and the law as well as drug use and the media.
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Core Theme		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b><u>Core theme 2- Relationships</u></b></p> <p>Pupils should be taught: 1. how to develop and maintain a variety of healthy relationships, within a range</p>	<b>Family and friends</b>	Recognise and talk about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers	Recognise and talk about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers Explain the role	Talk about how to be a good friend, e.g. kindness, listening, honesty Talk about different ways that people meet and make friends Think of strategies	Recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and	Recognise and discuss the features of positive healthy friendships such as mutual respect, trust and sharing interests Think of strategies to	Understand what makes a healthy friendship and how they make people feel included Know strategies to help someone feel included Talk about peer influence	Know what it means to be attracted to someone and different kinds of loving relationships Know that people who love each other can be of any gender,

<p>of social/cultural contexts</p> <p>2. how to recognise and manage emotions within a range of relationships</p> <p>3. how to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>4. how to respond to risky or negative relationships and ask for help</p> <p>5. how to respect equality and diversity in relationships.</p>			<p>different people play in children's lives and how they care for them</p> <p>Explain what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> <p>Talk about the importance of telling someone — and how to tell them — if they are worried about something in their family</p>	<p>for positive play with friends, e.g. joining in, including others, etc.</p> <p>Explain what causes arguments between friends and how to positively resolve arguments between friends</p> <p>Discuss how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</p>	<p>adoptive parents</p> <p>Recognise that being part of a family provides support, stability and love</p> <p>Talk about the positive aspects of being part of a family, such as spending time together and caring for each other</p> <p>Discuss the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</p> <p>Identify if/when something in a family might</p>	<p>build positive friendships</p> <p>Understand how to seek support with relationships if they feel lonely or excluded</p> <p>Know how to communicate respectfully with friends when using digital devices</p> <p>Explain how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</p> <p>Know what to do or whom to tell if they are worried</p>	<p>and how it can make people feel or behave</p> <p>Recognise the impact of the need for peer approval in different situations, including online</p> <p>Think of strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> <p>Know that it is common for friendships to experience challenges</p> <p>Recognise strategies to positively resolve disputes and reconcile</p>	<p>ethnicity or faith</p> <p>Know the difference between gender identity and sexual orientation and everyone's right to be loved</p> <p>Recognise the qualities of healthy relationships that help individuals flourish</p> <p>Know ways in which couples show their love and commitment to one another, including those who are not married or who live apart</p> <p>Understand</p>
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					make someone upset or worried Explain what to do and whom to tell if family relationships are making them feel unhappy or unsafe	about any contact online	differences in friendships Know that friendships can change over time and the benefits of having new and different types of friends Recognise if a friendship is making them feel unsafe, worried, or uncomfortable Know when and how to seek support in relation to friendships	what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults Know that people have the right to choose whom they marry or whether to get married Know that to force anyone into marriage is illegal Explain how and where to report forced marriage or ask for help if they are worried
	<b>Safe relationships</b>	Express own likes, dislikes and preferences.	Recognise situations when someone's body or	Recognise hurtful behaviour, including online	Know what is appropriate to share with friends, classmates,	Know to differentiate between playful teasing,	Identify what physical touch is acceptable, unacceptable, wanted or	Compare the features of a healthy and unhealthy friendship

		<p>Is aware of his/her own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>	<p>feelings might be hurt and whom to go to for help          Know what it means to keep something private, including parts of the body that are private          Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)          Know how to respond if being touched makes them feel uncomfortable or unsafe          Reconise when it is important to ask for</p>	<p>Know what to do and whom to tell if they see or experience hurtful behaviour, including online          Talk about what bullying is and different types of bullying          Recognise how someone may feel if they are being bullied          Talk about the difference between happy surprises and secrets that make them feel uncomfortable or worried,</p>	<p>family and wider social groups          including online          Explain about what privacy and personal boundaries are, including online          Know strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision          Know that bullying and hurtful behaviour is unacceptable in any situation          Know about the effects and consequences of bullying for</p>	<p>hurtful behaviour and bullying, including online          Know how to respond if they witness or experience hurtful behaviour or bullying, including online          Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable          Know how to manage pressures associated with dares</p>	<p>unwanted in different situations          Know how to ask for, give and not give permission for physical contact          Know how it feels in a person's mind and body when they are uncomfortable          Know that it is never someone's fault if they have experienced unacceptable contact          Explain how to respond to unwanted or unacceptable physical contact          Understand that no one</p>	<p>Understand the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong          Know strategies to respond to pressure from friends including online          Explain how to assess the risk of different online 'challenges' and 'dares'          Know how to recognise and respond to pressure from others to do something unsafe or that makes them</p>
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			<p>permission to touch others Know how to ask for and give/not give permission</p>	<p>and how to get help Know how to resist pressure to do something that feels uncomfortable or unsafe Know how to ask for help if they feel unsafe or worried and what vocabulary to use</p>	<p>the people involved Know about bullying online, and the similarities and differences to face-to-face bullying Recognise what to do and whom to tell if they see or experience bullying or hurtful behaviour</p>	<p>Know when it is right to keep or break a confidence or share a secret Recognise risks online such as harmful content or contact Explain how people may behave differently online including pretending to be someone they are not Recognise how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</p>	<p>should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about Know whom to tell if they are concerned about unwanted physical contact</p>	<p>feel worried or uncomfortable Recognise how to get advice and report concerns about personal safety, including online Know what consent means and how to seek and give/not give permission in different situations</p>
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	<p><b>Respecting ourselves and others</b></p>	<p>Recognise what I am good at from what others tell me. Show a willingness to care about others. Learn when to say "thank you" and "sorry".</p>	<p>Talk about what kind and unkind behaviour means in and out school Know how kind and unkind behaviour can make people feel Explain what respect means Know about class rules, the importance of being polite to others, sharing and taking turns.</p>	<p>Know about the things they have in common with their friends, classmates, and other people Explain how friends can have both similarities and differences Know how to play and work cooperatively in different groups and situations Know how to share their ideas and listen to others, take part in discussions, and give reasons for their views</p>	<p>Recognise respectful behaviours e.g. helping or including others, being responsible Demonstrate how to model respectful behaviour in different situations e.g. at home, at school, online Understand the importance of self-respect and their right to be treated respectfully by others Know what it means to treat others, and be treated, politely Know the ways in which people show respect and courtesy</p>	<p>Recognise differences between people such as gender, race, faith Recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations Know about the importance of respecting the differences and similarities between people Know vocabulary to sensitively discuss difference and include everyone.</p>	<p>Recognise that everyone should be treated equally Know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own Know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia Identify online bullying and</p>	<p>Recognise that everyone should be treated equally Explain why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own Know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia Identify online bullying and</p>
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					in different cultures and in wider society.		discrimination of groups or individuals e.g. trolling and harassment the impact of discrimination on individuals, groups and wider society Know ways to safely challenge discrimination Explain how to report discrimination online	discrimination of groups or individuals e.g. trolling and harassment
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Core Theme		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Core theme 3- Living in the wider world</b>	<b>Belonging to a community</b>	Understand that we have different roles within school	Know about examples of rules in different situations, e.g. class	Understanding being a part of different groups, and the role they play in these	Recognise the reasons for rules and laws in wider society	Understand the meaning and benefits of living in a community	Know about how resources are allocated and the effect this has on individuals,	Know what prejudice means Differentiate between prejudice and

<p>Pupils should be taught:</p> <ol style="list-style-type: none"> <li>1. about respect for self and others and the importance of responsible behaviours and actions</li> <li>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>3. about different groups and communities</li> <li>4. to respect equality and to be a productive member of a diverse community</li> <li>5. about the importance of respecting and</li> </ol>		<p>including being in charge of our tidy up areas. Take ownership of own learning and which areas I learn.</p>	<p>rules, rules at home, rules outside</p> <p>Understand that different people have different needs</p> <p>Know how we care for people, animals and other living things in different ways</p> <p>Know how they can look after the environment, e.g. recycling</p>	<p>groups e.g. class, teams, faith groups</p> <p>Know about different rights and responsibilities that they have in school and the wider community</p> <p>Know about how a community can help people from different groups to feel included</p> <p>Recognise that they are all equal, and ways in which they are the same and different to others in their community</p>	<p>Understand the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>Recognise what human rights are and how they protect people</p> <p>Understand basic examples of human rights including the rights of children</p> <p>Know about how they have rights and also responsibilities</p> <p>Understand that with every right there is also a responsibility e.g. the right to an education and</p>	<p>Recognise that they belong to different communities as well as the school community</p> <p>Know about the different groups that make up and contribute to a community</p> <p>Know that individuals and groups that help the local community, including volunteering and work</p> <p>Know how to show compassion towards others in need and the shared responsibilities of caring for them</p>	<p>communities and the environment</p> <p>Understand the importance of protecting the environment and how everyday actions can either support or damage it</p> <p>Know how to show compassion for the environment, animals and other living things</p> <p>Talk about the way that money is spent and how it affects the environment</p> <p>Express their own opinions about their responsibility towards the environment</p>	<p>discrimination</p> <p>Know how to recognise acts of discrimination</p> <p>Understand strategies to safely respond to and challenge discrimination</p> <p>Know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</p> <p>Explain how stereotypes are perpetuated and how to challenge this</p>
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<p>protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. how money plays an important part in people's lives 8. a basic understanding of enterprise</p>	<p><b>Media literacy and Digital resilience</b></p>		<p>Know how and why people use the internet Understand the benefits of using the internet and digital devices Discuss how people find things out and communicate safely with others online</p>	<p>Talk about ways in which people can access the internet e.g. phones, tablets, computers Recognise the purpose and value of the internet in everyday life Understand that some content on the internet is factual and some is for entertainment e.g. news, games, videos Know that information online might not always be true</p>	<p>the responsibility to learn</p> <p>Know how the internet can be used positively for leisure, for school and for work Recognise that images and information online can be altered or adapted and the reasons for why this happens Develop strategies to recognise whether something they see online is true or accurate Evaluate whether a game is suitable to</p>	<p>Know that everything shared online has a digital footprint Know that organisations can use personal information to encourage people to buy things Recognise what online adverts look like Compare content shared for factual purposes and for advertising Understand why people might choose to buy or not buy something online e.g.</p>	<p>Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise Know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased Understand that some media and online content promote stereotypes Know how to assess which search results are more</p>	<p>Know about the benefits of safe internet use e.g. learning, connecting and communicating Explain how and why images online might be manipulated, altered, or faked Know how to recognise when images might have been altered Talk about why people choose to communicate through social media and some of the risks and challenges of doing so</p>
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					<p>play or a website is appropriate for their age-group</p> <p>Know to make safe, reliable choices from search results</p> <p>Understand how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p>	<p>from seeing an advert</p> <p>Know that search results are ordered based on the popularity of the website and that this can affect what information people access</p>	<p>reliable than others</p> <p>Recognise unsafe or suspicious content online</p> <p>Know how devices store and share information</p>	<p>Know that social media sites have age restrictions and regulations for use</p> <p>Understand the reasons why some media and online content is not appropriate for children</p> <p>Know how online content can be designed to manipulate people's emotions and encourage them to read or share things</p> <p>Talk about sharing things online, including rules and laws relating to this</p> <p>Recognise what is appropriate</p>
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								to share online Know how to report inappropriate online content or contact
	<b>Money and work</b>	I understand that everything cost money so we need to look after our resources.	Understand that everyone has different strengths, in and out of school Talk about how different strengths and interests are needed to do different jobs Talk about people whose job it is to help us in the community	Know about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments Understand how money can be kept and looked after Talk about getting, keeping and spending money Know that people are paid money for the job they do	Talk about jobs that people may have from different sectors e.g. teachers, business people, charity work Understand that people can have more than one job at once or over their lifetime Talk about common myths and gender stereotypes related to work Talk to challenge stereotypes	Explain how people make different spending decisions based on their budget, values and needs Know how to keep track of money and why it is important to know how much is being spent Explain about different ways to pay for things such as cash, cards, e-payment and the reasons for using them Know how people spend	Identify jobs that they might like to do in the future Talk about the role ambition can play in achieving a future career Explain how or why someone might choose a certain career Know about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and	Understand the role that money plays in people's lives, attitudes towards it and what influences decisions about money Talk about value for money and how to judge if something is value for money Know how companies encourage customers to buy things and why it is important to

			<p>Talk about different jobs and the work people do</p>	<p>Recognise how to recognise the difference between needs and wants          Explain how people make choices about spending money, including thinking about needs and wants</p>	<p>through examples of role models in different fields of work e.g. women in STEM          Talk about some of the skills needed to do a job, such as teamwork and decision-making          Recognise their interests, skills and achievements and how these might link to future jobs          Decide how to set goals that they would like to achieve this year e.g. learn a new hobby</p>	<p>money can have positive or negative effects on others e.g. charities, single use plastics</p>	<p>qualities, family, values          Explain the importance of diversity and inclusion to promote people's career opportunities          Talk about stereotyping in the workplace, its impact and how to challenge it          Understand that there is a variety of routes into work e.g. college, apprenticeships, university, training</p>	<p>be a critical consumer          Explain how having or not having money can impact on a person's emotions, health and wellbeing          Talk about common risks associated with money, including debt, fraud and gambling          Explain how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk          Understand how to get help if they are concerned about gambling</p>
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								or other financial risks
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	<b>Concepts</b>	Respect	Mutual respect	Democracy Mutual respect	Democracy Mutual respect Rule of Law Individual liberty	Democracy Mutual respect Rule of Law Individual liberty	Democracy Mutual respect Rule of Law Individual liberty Participate fully in and contribute positively to life in modern Britain	Democracy Mutual respect Rule of Law Individual liberty Participate fully in and contribute positively to life in modern Britain
	<b>Vocabulary</b>	Respect Rules Unique Choice Medicine Growing Special Safe	Contribute Share Environment Money Strengths Goals Feelings	Needs Community Conserving energy Spend and save Healthy choices	Health Wellbeing Roles in the community Rights and responsibilities Environment	Diversity Resource allocation Sustainability Budgeting Balanced lifestyle	Rules and laws Democracy Differences Wellbeing influences Duties Loans, interest, tax	Recommendations Media Resource allocation Global Reality Risk, danger and hazard Enterprise

			<p>Same and different</p>	<p>Manage feelings  Safety  Privacy Fair and unfair  Right and wrong  Respond  Similarities and differences  Bullying</p>	<p>Enterprise  Balanced diet  Emergency  Discrimination  Relationships  Collaboration</p>	<p>Reflect  Protect  Confidential  Physical contact  Disputes and conflict</p>	<p>Point of view  Achievements  Aspirations  Considerate  Constructive feedback</p>	<p>Confidentiality  Stereotypes  Pressures  Personal boundaries  Puberty</p>
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