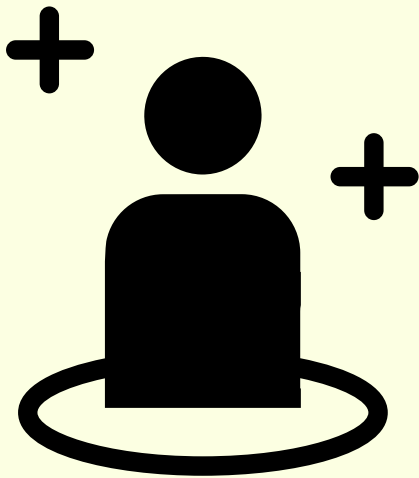
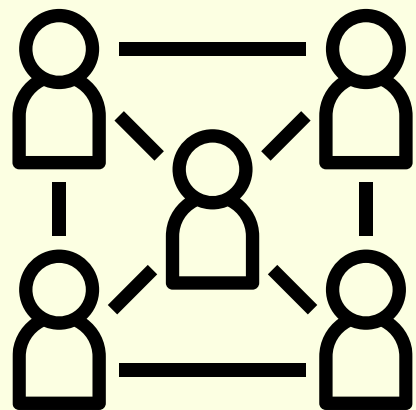




Thackley Primary School



PSHE
Knowledge and Skills
Progression







PSHE Knowledge and Skills


PSHE is planned to ensure the age-appropriate development of related knowledge and skills. All the year groups work on the same theme at the same time at their own level. The children are taught PSHE education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development.


The document details the progression in knowledge and skills across all units and key stages and can be used to assess, monitor and track learning and understanding.





		Thackley Primary PSHCE Knowledge and Skills Progression						
	Being Me In My World – Autumn 1							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<div>Taught Knowledge Key Objectives</div> <div></div>	<ul style="list-style-type: none">Know they have a right to learn and play, safely and happilyKnow that some people are different from themselvesKnow that hands can be used kindly and unkindly	<ul style="list-style-type: none">Understand their own rights and responsibilities with their classroomUnderstand that their choices have consequencesUnderstand that their views are important	<ul style="list-style-type: none">Understand the rights and responsibilities of class membersKnow about rewards and consequences and that these stem from choicesKnow that it is important to listen to other peopleUnderstand that their own views are valuable	<ul style="list-style-type: none">Know that the school has a shared set of valuesKnow why rules are needed and how these relate to choices and consequencesKnow that actions can affect others’ feelingsKnow that others may hold different views	<ul style="list-style-type: none">Know their place in the school communityKnow what democracy is (applied to pupil voice in school)Know how groups work together to reach a consensusKnow that having a voice and democracy benefits the school community	<ul style="list-style-type: none">Understand how democracy and having a voice benefits the school communityUnderstand how to contribute towards the democratic processUnderstand the rights and responsibilities associated with being a citizen in the wider community and their country	<ul style="list-style-type: none">Know about children’s universal rights (United Nations Convention on the Rights of the Child)Know about the lives of children in other parts of the worldKnow that personal choices can affect others locally and globally	
<div>Social and Emotional Skills Key Objectives</div>	<ul style="list-style-type: none">Identify feelings associated with belongingSkills to play co-operatively with othersBe able to consider others’ feelings	<ul style="list-style-type: none">Understand that they are safe in their classIdentifying helpful behaviours to make the class a safe placeUnderstand that they have choices	<ul style="list-style-type: none">Know how to make their class a safe and fair placeShow good listening skillsBe able to work co-operatively	<ul style="list-style-type: none">Make other people feel valuedDevelop compassion and empathy for othersBe able to work collaboratively	<ul style="list-style-type: none">Identify the feelings associated with being included or excludedBe able to take on a role in a group discussion / task and contribute to the overall outcomeKnow how to regulate my emotions	<ul style="list-style-type: none">Empathy for people whose lives are different from their ownConsider their own actions and the effect they have on themselves and othersBe able to work as part of a group, listening and contributing effectively	<ul style="list-style-type: none">Know own wants and needsBe able to compare their life with the lives of those less fortunateDemonstrate empathy and understanding towards othersCan demonstrate attributes of a positive role-model	

			Thackley Primary PSHCE Knowledge and Skills Progression					
	Celebrating Difference – Autumn 2							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<div>Taught Knowledge Key Objectives</div> <div></div>	<ul style="list-style-type: none">Know what being unique meansKnow the names of some emotions such as happy, sad, frightened, angryKnow why having friends is importantKnow some qualities of a positive friendshipKnow that they don't have to be 'the same as' to be a friend	<ul style="list-style-type: none">Know what bullying meansKnow who to tell if they or someone else is being bullied or is feeling unhappyKnow that people are unique and that it is OK to be different	<ul style="list-style-type: none">Know the difference between a one-off incident and bullyingKnow that sometimes people get bullied because of differenceKnow that friends can be different and still be friends	<ul style="list-style-type: none">Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they doKnow that conflict is a normal part of relationshipsKnow that some words are used in hurtful ways and that this can have consequences	<ul style="list-style-type: none">Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullyingKnow the reasons why witnesses sometimes join in with bullying and don't tell anyoneKnow that sometimes people make assumptions about a person because of the way they look or act	<ul style="list-style-type: none">Know external forms of support in regard to bullying e.g. ChildlineKnow that bullying can be direct and indirectKnow what racism is and why it is unacceptableKnow what culture means	<ul style="list-style-type: none">Know that people can hold power over others Individually or in a groupKnow that power can play a part in a bullying or conflict situationKnow that there are different perceptions of 'being normal' and where these might come fromKnow that difference can be a source of celebration as well as conflict	
<div>Social and Emotional Skills Key Objectives</div>	<ul style="list-style-type: none">Recognise emotions when they or someone else is upset, frightened or angryIdentify and use skills to make a friendIdentify some ways they can be different and the same as othersIdentify and use skills to stand up for themselves	<ul style="list-style-type: none">Identify what is bullying and what isn'tUnderstand how being bullied might feelRecognise ways in which they are the same as their friends and ways they are different	<ul style="list-style-type: none">Explain how being bullied can make someone feelKnow how to stand up for themselves when they need toUnderstand that everyone's differences make them special and unique	<ul style="list-style-type: none">Use the 'Solve it together' technique to calm and resolve conflicts with friends and familyBe able to 'problem-solve' a bullying situation accessing appropriate support if necessaryBe able to show appreciation for their families, parents and carers	<ul style="list-style-type: none">Be comfortable with the way they lookTry to accept people for who they areBe non-judgemental about others who are different	<ul style="list-style-type: none">Appreciate the value of happiness regardless of material wealthIdentify their own culture and different cultures within their class communityIdentify their own attitudes about people from different faith and cultural backgroundsDevelop respect for cultures different from their own	<ul style="list-style-type: none">Empathise with people who are different and be aware of my own feelings towards themIdentify feelings associated with being excludedBe able to recognise when someone is exerting power negatively in a relationshipBe able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens	

		Thackley Primary PSHCE Knowledge and Skills Progression						
	Dreams and Goals – Spring 1							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<div>Taught Knowledge Key Objectives</div> <div></div>	<ul style="list-style-type: none">Know what a challenge isKnow that it is important to keep tryingKnow what a goal is	<ul style="list-style-type: none">Know how to set simple goalsKnow how to achieve a goalKnow how to identify obstacles which make achieving their goals difficult and work out how to overcome themKnow when a goal has been achieved	<ul style="list-style-type: none">Know how to choose a realistic goal and think about how to achieve itKnow that it is important to persevereKnow how to recognise what working together well looks like	<ul style="list-style-type: none">Know that they are responsible for their own learningKnow what an obstacle is and how they can hinder achievementKnow how to take steps to overcome obstaclesKnow what dreams and ambitions are important to them	<ul style="list-style-type: none">Know how to make a new plan and set new goals even if they have been disappointedKnow how to work as part of a successful groupKnow how to share in the success of a group	<ul style="list-style-type: none">Know about a range of jobs that are carried out by people I knowKnow the types of job they might like to do when they are olderKnow that young people from different cultures may have different dreams and goals	<ul style="list-style-type: none">Know their own learning strengthsKnow what their classmates like and admire about themKnow a variety of problems that the world is facingKnow some ways in which they could work with others to make the world a better place	
<div>Social and Emotional Skills Key Objectives</div>	<ul style="list-style-type: none">Understand that challenges can be difficultResilienceRecognise some of the feelings linked to perseveranceRecognise how kind words can encourage people	<ul style="list-style-type: none">Recognise things that they do wellExplain how they learn bestRecognise their own feelings when faced with a challenge/obstacleRecognise how they feel when they overcome a challenge/obstacle	<ul style="list-style-type: none">Recognise how working with others can be helpfulBe able to work effectively with a partnerBe able to choose a partner with whom they work wellBe able to work as part of a group	<ul style="list-style-type: none">Can break down a goal into small stepsCan manage feelings of frustration linked to facing obstaclesImagine how it will feel when they achieve their dream/ambition	<ul style="list-style-type: none">Have a positive attitudeCan identify the feeling of disappointmentBe able to cope with disappointmentCan identify what resilience is	<ul style="list-style-type: none">Verbalise what they would like their life to be like when they are grown upAppreciate the contributions made by people in different jobsReflect on the differences between their own learning goals and those of someone from a different cultureAppreciate the differences between themselves and someone from a different culture	<ul style="list-style-type: none">Understand why it is important to stretch the boundaries of their current learningBe able to give praise and compliments to other people when they recognise that person’s achievementsEmpathise with people who are suffering or living in difficult situations	

			Thackley Primary PSHCE Knowledge and Skills Progression					
	Healthy Me – Spring 2							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<div>Taught Knowledge Key Objectives</div> <div></div>	<ul style="list-style-type: none">Know what the word ‘healthy’ meansKnow some things that they need to do to keep healthyKnow the names for some parts of their bodyKnow when and how to wash their hands properlyKnow how to say no to strangers	<ul style="list-style-type: none">Know the difference between being healthy and unhealthyKnow how to make healthy lifestyle choicesKnow that all household products, including medicines, can be harmful if not used properlyKnow how to keep safe when crossing the road	<ul style="list-style-type: none">Know what their body needs to stay healthyKnow what relaxed meansKnow why healthy snacks are good for their bodiesKnow which foods give their bodies energy	<ul style="list-style-type: none">Know how exercise affects their bodiesKnow that there are different types of drugsKnow that there are things, places and people that can be dangerousKnow when something feels safe or unsafe	<ul style="list-style-type: none">Know that there are leaders and followers in groupsKnow the facts about smoking and its effects on healthKnow the facts about alcohol and its effects on health, particularly the liverKnow ways to resist when people are putting pressure on themKnow what they think is right and wrong	<ul style="list-style-type: none">Know basic emergency procedures, including the recovery positionKnow how to get help in emergency situationsKnow that the media, social media and celebrity culture promotes certain body typesKnow the different roles food can play in people’s lives and know that people can develop eating problems/disorders related to body image pressure	<ul style="list-style-type: none">Know how to take responsibility for their own healthKnow what it means to be emotionally wellKnow how to make choices that benefit their own health and well-beingKnow that some people can be exploited and made to do things that are against the lawKnow why some people join gangs and the risk that this can involve	
<div>Social and Emotional Skills Key Objectives</div>	<ul style="list-style-type: none">Can explain what they need to do to stay healthyRecognise how exercise makes them feelCan give examples of healthy foodCan explain what to do if a stranger approaches them	<ul style="list-style-type: none">Keep themselves safeRecognise how being healthy helps them to feel happyRecognise ways to look after themselves if they feel poorlyRecognise when they feel frightened and know how to ask for help	<ul style="list-style-type: none">Feel positive about caring for their bodies and keeping it healthyHave a healthy relationship with foodDesire to make healthy lifestyle choices	<ul style="list-style-type: none">Respect their own bodies and appreciate what they doCan take responsibility for keeping themselves and others safeIdentify how they feel about drugsCan express how being anxious or scared feels	<ul style="list-style-type: none">Can identify the feelings that they have about their friends and different friendship groupsRecognise negative feelings in peer pressure situationsCan identify the feelings of anxiety and fear associated with peer pressureCan tap into their inner strength and know-how to be assertive	<ul style="list-style-type: none">Respect and value their own bodiesCan reflect on their own body image and know how important it is that this is positiveRecognise strategies for resisting pressureCan identify ways to keep themselves calm in an emergency	<ul style="list-style-type: none">Are motivated to care for their own physical and emotional healthSuggest strategies someone could use to avoid being pressuredCan use different strategies to manage stress and pressure	

		Thackley Primary PSHCE Knowledge and Skills Progression						
	Relationships – Summer 1							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<div>Taught Knowledge Key Objectives</div> <div></div>	<ul style="list-style-type: none">Know what a family isKnow some of the characteristics of healthy and safe friendshipsKnow that friends sometimes fall outKnow some ways to mend a friendshipKnow that unkind words can never be taken back and they can hurt	<ul style="list-style-type: none">Know that everyone’s family is differentKnow that families are founded on belonging, love and careKnow that physical contact can be used as a greetingKnow how to make a friendKnow who to ask for help in the school community	<ul style="list-style-type: none">Know that there are lots of forms of physical contact within a familyKnow how to stay stop if someone is hurting themKnow there are good secrets and worry secrets and why it is important to share worry secretsKnow what trust is	<ul style="list-style-type: none">Know that different family members carry out different roles or have different responsibilities within the familyKnow some of the skills of friendship, e.g. taking turns, being a good listenerKnow some strategies for keeping themselves safe onlineKnow that they and all children have rights (UNCRC)	<ul style="list-style-type: none">Know some reasons why people feel jealousyKnow that loss is a normal part of relationshipsKnow that negative feelings are a normal part of lossKnow that sometimes it is better for a friendship/relationships to end if it is causing negative feelings or is unsafe	<ul style="list-style-type: none">Know that there are rights and responsibilities in an online community or social networkKnow that there are rights and responsibilities when playing a game onlineKnow that too much screen time isn’t healthyKnow how to stay safe when using technology to communicate with friendsCan identify when an online community/social media group feels risky, uncomfortable, or unsafeCan say how to report unsafe online/social network activityCan identify when an online game is safe or unsafeCan suggest strategies for managing unhelpful pressures online or in social networks	<ul style="list-style-type: none">Know that it is important to take care of their own mental healthKnow ways that they can take care of their own mental healthKnow the stages of grief and that there are different types of loss that cause people to grieveRecognise that people can get problems with their mental health and that it is nothing to be ashamed ofCan resist pressure to do something online that might hurt themselves or othersCan take responsibility for their own safety and well-being	
<div>Social and Emotional Skills Key Objectives</div>	<ul style="list-style-type: none">Can identify what jobs they do in their family and those carried out by parents/carers and siblingsCan suggest ways to make a friend or help someone who is lonelyCan recognise what being angry feels like	<ul style="list-style-type: none">Can express how it feels to be part of a family and to care for family membersCan say what being a good friend meansCan identify forms of physical contact they preferCan say no when they receive a touch they don’t like	<ul style="list-style-type: none">Can recognise and talk about the types of physical contact that is acceptable or unacceptableCan identify the negative feelings associated with keeping a worry secretCan identify who they trust in their own relationships	<ul style="list-style-type: none">Know how to access help if they are concerned about anything on social media or the internetCan identify their own wants and needs and how these may be similar or different from other children in school and the global community	<ul style="list-style-type: none">Can identify the feelings and emotions that accompany lossCan suggest strategies for managing lossCan suggest ways to manage relationship changes including how to negotiate			

		Thackley Primary PSHCE Knowledge and Skills Progression					
	Changing Me – Summer 2						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<div>Taught Knowledge Key Objectives</div> <div></div>	<ul style="list-style-type: none">Know the names and functions of some parts of the body (see vocabulary list)Know that we grow from baby to adultKnow who to talk to if they are feeling worried	<ul style="list-style-type: none">Know the names of male and female private body partsKnow that there are correct names for private body parts and nicknames, and when to use themKnow which parts of the body are private and that they belong to that person and that nobody has the right to hurt theseKnow who to ask for help if they are worried or frightened	<ul style="list-style-type: none">Know the physical differences between male and female bodiesKnow that private body parts are special and that no one has the right to hurt theseKnow there are different types of touch and that some are acceptable and some are unacceptable	<ul style="list-style-type: none">Know that the male and female body needs to change at puberty so their bodies can make babies when they are adultsKnow some of the outside body changes that happen during pubertyKnow some of the changes on the inside that happen during pubertyCan express how they feel about pubertyCan say who they can talk to about puberty if they have any worriesCan suggest ways to help them manage feelings during changes they are more anxious aboutCan identify stereotypical family roles and challenge these ideas	<ul style="list-style-type: none">Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a spermKnow that babies are made by a sperm joining with an ovumKnow the names of the different internal and external body parts that are needed to make a babyKnow how the female and male body change at pubertyKnow that change can bring about a range of different emotionsCan appreciate their own uniqueness and that of othersCan express any concerns they have about pubertyHave strategies for managing the emotions relating to change	<ul style="list-style-type: none">Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionallyKnow that sexual intercourse can lead to conceptionKnow that some people need help to conceive and might use IVFKnow that becoming a teenager involves various changes and also brings growing responsibilityCan celebrate what they like about their own and others’ self-image and body imageCan suggest ways to boost self-esteem of self and othersRecognise that puberty is a natural process that happens to everybody and that it will be OK for themCan ask questions about puberty to seek clarification	<ul style="list-style-type: none">Know how a baby develops from conception through the nine months of pregnancy and how it is bornKnow how being physically attracted to someone changes the nature of the relationshipKnow the importance of self-esteem and what they can do to develop itRecognise ways they can develop their own self-esteemCan express how they feel about the changes that will happen to them during pubertyUnderstand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn’t feel pressured into doing something that they don’t want to
<div>Social and Emotional Skills Key Objectives</div>	<ul style="list-style-type: none">Recognise that changing class can elicit happy and/or sad emotionsCan say how they feel about changing class/ growing upCan identify how they have changed from a baby	<ul style="list-style-type: none">Understand and accept that change is a natural part of getting olderCan suggest ways to manage change, e.g. moving to a new classCan identify some things that have changed and some things that have stayed the same since being a baby (including the body)	<ul style="list-style-type: none">Can say who they would go to for help if worried or scaredCan say what types of touch they find comfortable/uncomfortableBe able to confidently ask someone to stop if they are being hurt or frightened				

