

Knowledge and Skills Progression Map for PSHE

Together we Develop, Inspire, Succeed

Curriculum Area	EYFS	Year 1	Year 2
Families and friendships	To talk about members of their immediate family and community. To name and describe people who are familiar to them. To talk about the lives of people around them and their roles in the community.	To learn about the roles different people play in our lives. To identify the people who love and care for them and what they do to help them feel cared for. To learn about the different types of families including those that may be different to their own. To identify common features of family life. To learn that it is important to tell someone if something about their family makes them unhappy or worried.	To learn about how people make friends and what makes a good friendship. To recognise when they or someone else feels lonely and what to do. To know simple strategies to resolve arguments between friends positively. To ask for help if a friendship is making them feel unhappy. To know how to listen to other people and play and work cooperatively.
Safe relationships	To build constructive and safe relationships. To form positive attachments to adults and friendships with peers.	To know that bodies and feelings can be hurt by words and actions. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. To respond safely to adults they don't know.	To know how people may feel if they experience hurtful behaviour or bullying. To know that hurtful behaviour (offline and online) is not acceptable. To know that sometimes people may behave differently online, including by pretending to be someone they are not.

		To respond if physical contact makes them feel uncomfortable or unsafe. To know there are situations when they should ask for permission and also when their permission should be sought.	To know the importance of not keeping adults' secrets. To use basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe. To know what to do if they feel unsafe or worried for themselves or others.
Respecting ourselves and others	To see themselves as a valuable individual. To use talk to help work out problems and organise thinking and activities. To show resilience and perseverance in the face of challenge. To show sensitivity to their own and others' needs. To work and play cooperatively and take turns with others. To give focussed attention to what the teacher says, responding appropriately even when engaged in activity.	To know what is kind and unkind behaviour, and how this can affect others. To treat themselves and others with respect; how to be polite and courteous.	To recognise the ways in which they are the same and different to others. To listen to other people and play and work cooperatively. To talk about and share their opinions on things that matter to them.

	To express their ideas and feelings about their own experiences using full sentences.		
Belonging to a community	To recognise that people have different beliefs and celebrate special times in different ways. To develop social phrases. To further develop the skills they need to manage the school day successfully. To hold conversations when engaged in back and forth exchanges with their teachers and peers.	To know what rules are, why they are needed, and why different rules are needed for different situations. To know how people and other living things have different needs. To know things they can do to help look after their environment.	To know how people and other living things have different needs. To know about the different groups they belong to. To know the different roles and responsibilities people have in their community. To recognise the ways they are the same as, and different to, other people.
Media literacy and digital resilience		To know how the internet and digital devices can be used safely to find things out and to communicate with others. To know about the role of the internet in everyday life.	To know about the role of the internet in everyday life. To know that not all information seen online is true.
Money and work		To know everyone has different strengths. To know different jobs that people they know who work in the community do. To know about some of the strengths and interests someone might need to do different jobs.	To know what money is. To know people make different choices about how to save and spend money. To know the difference between needs and wants. To know that money needs to be looked after;

			different ways of doing this. To know that jobs help people to earn money to pay for things.
Physical health and mental wellbeing	To know and talk about the different factors that support their overall health and wellbeing. To manage their own needs. To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	To know what keeping healthy means. To know about foods that support good health and the risks of eating too much sugar. To know how physical activity helps us to stay healthy. To know simple hygiene routines that can stop germs from spreading. To know how to keep safe in the sun and protect skin from sun damage. To know different ways to learn and play. To know the people who help us to stay physically healthy.	To know why sleep is important and different ways to rest and relax. To know that medicines can help people to stay healthy. To know about dental care and visiting the dentist. To know ways of sharing feelings. To know things that help people feel good. To know 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. To recognise when they need help with feelings. To know about change and loss (including death.)
Growing and changing	To express their feelings and consider the feelings of others. To identify and moderate their own	To know different feelings that humans can experience. To recognise and name different feelings.	To know about change and loss (including death.) To name the main parts of the body including external genitalia.

	feelings socially and emotionally. To think about the perspective of others. To be confident to try new activities and show independence, resilience and perseverance in the face of challenge. To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. To show an understanding of their own feelings and those of others, and begin to regulate their own behaviour accordingly.	To know how feelings can affect people's bodies and how they behave. To recognise what others might be feeling. To recognise that not everyone feels the same at the same time, or feels the same about the same things. To recognise what makes them special. To recognise the ways in which we are all unique. To identify what they are good at, what they like and dislike. To manage when finding things difficult.	To know about growing and changing from young old and how people's needs change. To prepare to move to a new class/year group.
Keeping safe	To negotiate space and obstacles safely, with consideration for themselves and others. To explain the reasons for rules, know right from wrong and try to behave accordingly.	To know rules and age restrictions that keep us safe. To know basic rules to keep safe online, including what is meant by personal information and what should be kept private.	To recognise risk in simple everyday situations and what action to take to minimise harm. To keep safe at home and fire safety. To know that household products can be harmful if not used correctly. To know ways to keep safe in familiar and

			unfamiliar environments and how to cross the road safely. To know the people whose job it is to keep us safe. To know what to do if there is an accident and someone is hurt. To know how to get help in an emergency. To prepare to move to a new class/year group.
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