

## PSHE progression of knowledge, skills and vocabulary EYFS, KS1 and KS2

	Units of work	Key knowledge	Key skills	Key vocabulary
<b>2- plus</b>	<ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Settling-in/ Emotions / Family</li> <li>• <b>Mini-theme 2:</b> Family and friends (Hug &amp; Owl Babies)</li> <li>• <b>Mini-theme 3:</b> Road safety</li> <li>• <b>Mini-theme 4:</b> Animal care</li> </ul>	<ul style="list-style-type: none"> <li>• Be increasingly able to talk about and manage their emotions</li> <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on</li> <li>• Develop friendships with other children</li> <li>• Safely explore emotions beyond their normal range through play and stories</li> <li>• Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."</li> <li>• Make connections between the features of their family and other families</li> <li>• Notice differences between people</li> </ul>	<ul style="list-style-type: none"> <li>• Find ways to calm themselves, through being calmed and comforted by their key person</li> <li>• Establish their sense of self</li> <li>• Express preferences and decisions. They also try new things and start establishing their autonomy</li> <li>• Engage with others through gestures, gaze and talk</li> <li>• Find ways of managing transitions, for example from their parent to their key person</li> <li>• Thrive as they develop self-assurance</li> <li>• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available</li> <li>• Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person</li> <li>• Feel strong enough to express a range of emotions</li> <li>• Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums</li> <li>• Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front</li> <li>• Learn to use the toilet with help, and then independently. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks</li> <li>• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress</li> <li>• Start eating independently and learning how to use a knife and fork</li> </ul>	<p><b>Mini-theme 1:</b> happy, sad, angry, worried, help, kind, friend</p> <p><b>Mini-theme 2:</b> calm, feel, help, talk, come back, home time</p> <p><b>Mini-theme 3:</b> road, safe, careful, stay, walk, hold hands, listen</p> <p><b>Mini-theme 4:</b> kind, gentle, touch, ask, stroke, safe, care</p>
<b>Nursery</b>	<p><b>Year A</b></p> <ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Settling-in / Emotions / Family</li> <li>• <b>Mini-theme 2:</b> Working with others</li> <li>• <b>Mini-theme 3:</b> Emotions through music</li> <li>• <b>Mini-theme 4:</b> Treasure hunts / Pirate role-play</li> <li>• <b>Mini-theme 5:</b> Shop role-play / Visiting the shop</li> <li>• <b>Mini-theme 6:</b> How to care for pets</li> </ul>	<ul style="list-style-type: none"> <li>• Remember rules without needing an adult to remind them</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> <li>• Develop their sense of responsibility and membership of a community</li> <li>• Make healthy choices about food, drink, activity and toothbrushing</li> <li>• Begin to make sense of their own life-story and family's history</li> <li>• Show interest in different occupations</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions</li> <li>• Start a conversation with an adult or a friend and continue it for many turns</li> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>• Show more confidence in new social situations</li> </ul>	<p><b>Year A and Year B (vocabulary is the same):</b></p> <p><b>Mini-theme 1:</b> nursery, safe, adult, care, rules, listen, happy, sad, worried, angry</p> <p><b>Mini-theme 2:</b> share, help, take turns, help, ask, kind, wait, try again</p> <p><b>Mini-theme 3:</b> happy, sad, worried, silly, frustrated, angry, green zone, blue zone, yellow zone, red zone</p>

	<p><b>Year B</b></p> <ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Settling-in / Emotions / Family</li> <li>• <b>Mini-theme 2:</b> Working with others</li> <li>• <b>Mini-theme 3:</b> Songs about emotions</li> <li>• <b>Mini-theme 4:</b> Excavation play</li> <li>• <b>Mini-theme 5:</b> Different job roles / Stranger danger</li> <li>• <b>Mini-theme 6:</b> Safari camp role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Continue developing positive attitudes about the differences between people</li> <li>• Understand gradually how others might be feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Play with one or more other children, extending and elaborating play ideas</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</li> <li>• Increasingly follow rules, understanding why they are important</li> <li>• Develop appropriate ways of being assertive</li> <li>• Talk with others to solve conflicts</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips</li> </ul>	<p><b>Mini-theme 4:</b> important, listen, ideas, take turns, share, work together</p> <p><b>Mini-theme 5:</b> safety, rules, adult, stranger, healthy, job, help, choice</p> <p><b>Mini-theme 6:</b> animals, care, feelings, respect, look after, gentle, kind</p>
<p><b>Reception</b></p>	<ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Settling-in / Emotions / Family / Similarities &amp; differences</li> <li>• <b>Mini-theme 2:</b> Special toys / Everywhere Bear (class bear)</li> <li>• <b>Mini-theme 3:</b> Healthy eating / Cooking</li> <li>• <b>Mini-theme 4:</b> Stranger danger</li> <li>• <b>Mini-theme 5:</b> Caring for the environment / Caring for creatures</li> <li>• <b>Mini-theme 6:</b> Local adventures</li> </ul>	<ul style="list-style-type: none"> <li>• Develop social phrases</li> <li>• See themselves as a valuable individual</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</li> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Talk about the lives of people around them and their roles in society</li> </ul>	<ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>• Build constructive and respectful relationships</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>• Show sensitivity to their own and others' needs</li> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> </ul>	<p><b>Mini-theme 1:</b> happy, sad, worried, silly, frustrated, angry, calm down, green zone, blue zone, yellow zone, red zone, respect, look after</p> <p><b>Mini-theme 2:</b> special, unique, valuable, same, different, belong, care, share</p> <p><b>Mini-theme 3:</b> healthy, unhealthy, fruit, vegetables, sugar, table manners, hygiene, clean, germs, toothbrushing, decay, dentist</p> <p><b>Mini-theme 4:</b> stranger, careful, safe, trust, aware, protect, responsible</p> <p><b>Mini-theme 5:</b> environment, recycle, reuse, reduce, plastic, paper, cardboard, glass</p> <p><b>Mini-theme 6:</b> pedestrian, crossing, road, aware, stop, look, listen, passenger, seatbelt</p>

<p><b>Year 1/2</b></p>	<p><b>Year A</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Mental health and emotional wellbeing: <b>Friendship</b></li> <li>• <b>Unit 2:</b> Identity, society and equality: <b>Me and others</b></li> <li>• <b>Unit 3:</b> Physical health and wellbeing: <b>Fun times</b></li> <li>• <b>Unit 4:</b> Keeping safe and managing risk: <b>Feeling safe</b></li> <li>• <b>Unit 5:</b> Drug, alcohol and tobacco education: <b>What do we put into and onto our bodies?</b></li> <li>• <b>Unit 6:</b> YEAR 2 ONLY: Relationships and health education: <b>Boys and girls, families</b></li> </ul> <p><b>Year B</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Mental health and emotional wellbeing: <b>Feelings</b></li> <li>• <b>Unit 2:</b> Keeping safe and managing risk: <b>Indoors and outdoors</b></li> <li>• <b>Unit 3:</b> Careers, financial capability and economic wellbeing: <b>My money</b></li> <li>• <b>Unit 4:</b> Drug, alcohol and tobacco education: <b>Medicines and me</b></li> <li>• <b>Unit 5:</b> YEAR 2 ONLY: Relationships and health education: <b>Boys and girls, families</b></li> </ul> <p><i>Note – only one unit in Year B spring half-term (there are less You, Me, PSHE units in KS1 compared to KS2)</i></p>	<p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Understanding the importance of personal hygiene (e.g. washing hands, brushing teeth)</li> <li>• Basic awareness of healthy eating and exercise</li> <li>• Recognising emotions (happy, sad, angry, scared) and basic ways to manage them</li> <li>• Knowing who to ask for help when feeling worried or unsafe</li> <li>• Understanding basic safety rules at home, school, and in the community</li> </ul> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• Recognising different types of families and friendships</li> <li>• Understanding kindness and the impact of words and actions on others</li> <li>• Recognising personal boundaries and learning to say "no" when uncomfortable</li> <li>• Knowing the difference between secrets and surprises (and when to tell an adult)</li> <li>• Identifying trusted adults at school and home</li> </ul> <p><b>Living in the Wider World:</b></p> <ul style="list-style-type: none"> <li>• Understanding classroom rules and why they are important</li> <li>• Recognising right and wrong and making simple choices</li> <li>• Basic understanding of money (coins, spending, saving)</li> <li>• Awareness of different jobs and roles in the community</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Self-awareness:</b> Recognising and naming emotions in themselves and others</li> <li>• <b>Communication:</b> Expressing feelings and needs in a simple way</li> <li>• <b>Decision-making:</b> Making safe choices in everyday situations</li> <li>• <b>Empathy:</b> Identifying how actions affect others</li> <li>• <b>Resilience:</b> Trying again after making mistakes</li> </ul>	<p><b>Year A</b></p> <p><b>Unit 1:</b> care, excluded, difficult, problems, resolve <b>Unit 2:</b> challenge, co-operative, different, dilemma, helpful, responsibility, unhelpful <b>Unit 3:</b> celebration, choice, countries, cultures, damage, protect, safety <b>Unit 4:</b> community, danger, imaginary, private, real, touch, trust, unsafe, worried <b>Unit 5:</b> absorb, cream, dangerous, feelings, harmful, lotion, medicine, rules, substance <b>Unit 6:</b> male, female, new life cycle, birth, body parts, timeline, order, vagina, penis</p> <p><b>Year B</b></p> <p><b>Unit 1:</b> angry, challenge, different, emotion, excited, loss, nervous, worried <b>Unit 2:</b> emergency, responsible, rules, hazards, road safety, fire safety, danger <b>Unit 3:</b> earn, win, presents, pocket, borrow, benefits, save, choices, jobs <b>Unit 4:</b> medicine, healthy, pharmacy, doctor, safety, asthma, instructions <b>Unit 5:</b> male, female, new, life cycle, birth, body parts, timeline, order, vagina, penis</p>
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<p><b>Year 3/4</b></p>	<p><b>Year A</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Mental health and emotional wellbeing: <b>Strengths and challenges</b></li> <li>• <b>Unit 2:</b> Physical health and wellbeing: <b>What is important to me?</b></li> <li>• <b>Unit 3:</b> Keeping safe and managing risk: <b>Playing safe</b></li> <li>• <b>Unit 4:</b> Identity, society and equality: <b>Celebrating difference</b></li> <li>• <b>Unit 5:</b> Drug, alcohol and tobacco education: <b>Making choices</b></li> <li>• <b>Unit 6:</b> YEAR 4 ONLY: Sex and relationship education: <b>Growing up and changing</b></li> </ul> <p><b>Year B</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Drug, alcohol and tobacco education: <b>Tobacco is a drug</b></li> <li>• <b>Unit 2:</b> Keeping safe and managing risk: <b>Bullying – see it, say it, stop it</b></li> <li>• <b>Unit 3:</b> Identity, society and equality: <b>Democracy</b></li> <li>• <b>Unit 4:</b> Careers, financial capability and economic wellbeing: <b>Saving, spending and budgeting</b></li> <li>• <b>Unit 5:</b> Physical health and wellbeing: <b>What helps me choose?</b></li> <li>• <b>Unit 6:</b> YEAR 4 ONLY: Sex and relationship education: <b>Growing up and changing</b></li> </ul>	<p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Understanding how to maintain a healthy lifestyle, including diet, sleep, and exercise</li> <li>• Recognising more complex emotions (frustration, jealousy, nervousness) and strategies to manage them</li> <li>• Knowing the importance of mental wellbeing and simple relaxation techniques</li> <li>• Understanding personal space and the concept of consent in friendships</li> <li>• Developing awareness of online safety, including recognising dangers and seeking help</li> </ul> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• Understanding different types of relationships, including friendships, family, and online connections</li> <li>• Recognising and managing conflicts in friendships</li> <li>• Developing an understanding of fairness, respect, and inclusion</li> <li>• Identifying peer pressure and understanding how to make independent choices</li> <li>• Knowing strategies for asking for help and supporting others</li> </ul> <p><b>Living in the Wider World:</b></p> <ul style="list-style-type: none"> <li>• Understanding rights and responsibilities in school and the local community</li> <li>• Recognising diversity in cultures, backgrounds, and beliefs</li> <li>• Developing an understanding of money management (earning, spending, and saving)</li> <li>• Recognising the impact of the environment and how to take responsibility for sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Emotional regulation:</b> Identifying triggers for emotions and practising calming strategies</li> <li>• <b>Communication:</b> Expressing thoughts and feelings clearly and respectfully</li> <li>• <b>Conflict resolution:</b> Using positive strategies to resolve disagreements</li> <li>• <b>Critical thinking:</b> Assessing risks in online and offline situations</li> <li>• <b>Independence:</b> Making responsible choices and resisting peer pressure</li> </ul>	<p><b>Year A</b></p> <ul style="list-style-type: none"> <li><b>Unit 1:</b> achievement, goal, setback, putdown, overcome, resilience, community, group</li> <li><b>Unit 2:</b> value, qualities, diverse, admire, influence, cultural, ethical, fair trade, seasonality, consumers, wellbeing</li> <li><b>Unit 3:</b> classification, pressure, habits, hazards, emergency, first aid, fire brigade, ambulance</li> <li><b>Unit 4:</b> identity, community, cultural, peers, value</li> <li><b>Unit 5:</b> drugs, alcohol, caffeine, guidelines, consumption, risk</li> <li><b>Unit 6:</b> vagina, penis, menstruation, wet dreams, puberty, hygiene, stereotypes</li> </ul> <p><b>Year B</b></p> <ul style="list-style-type: none"> <li><b>Unit 1:</b> addiction, alcohol, caffeine, drugs, nicotine, substance, tobacco</li> <li><b>Unit 2:</b> acceptance, bully, bullying, bystander, courage, empathy</li> <li><b>Unit 3:</b> citizen, democracy, election, government, vote</li> <li><b>Unit 4:</b> budget, value, save, cost, wage</li> <li><b>Unit 5:</b> branding, physical activity, informed choice, influence, value</li> <li><b>Unit 6:</b> vagina, penis, menstruation, wet dreams, puberty, hygiene, stereotypes</li> </ul>
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<p><b>Year 5/6</b></p>	<p><b>Year A</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Physical health and wellbeing: <b>In the Media</b></li> <li>• <b>Unit 2:</b> Drug, alcohol and tobacco education (DATE): <b>Different influences</b></li> <li>• <b>Unit 3:</b> Identity, society and equality: <b>Human rights</b></li> <li>• <b>Unit 4:</b> Mental health and emotional wellbeing: <b>Dealing with feelings</b></li> <li>• <b>Unit 5:</b> Keeping safe and managing risk: <b>Keeping safe out and about</b></li> <li>• <b>Unit 6:</b> YEAR 6 ONLY: Sex and relationship education: <b>Healthy relationships How a baby is made</b></li> </ul> <p><b>Year B</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Identity, society and equality: <b>Stereotypes, discrimination and prejudice</b></li> <li>• <b>Unit 2:</b> Keeping safe and managing risk: <b>When things go wrong</b></li> <li>• <b>Unit 3:</b> Mental health and emotional wellbeing: <b>Healthy minds</b></li> <li>• <b>Unit 4:</b> Drug, alcohol and tobacco education (DATE): <b>Weighing up risk</b></li> <li>• <b>Unit 5:</b> Careers, financial capability and economic wellbeing: <b>Borrowing and earning money</b></li> <li>• <b>Unit 6:</b> Sex and relationship education: <b>Healthy relationships How a baby is made</b></li> </ul>	<p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Understanding how lifestyle choices affect long-term health (e.g. sleep, diet, exercise)</li> <li>• Recognising mental health concerns, stress management techniques, and where to seek help</li> <li>• Understanding how bodies change during puberty and how to manage these changes</li> <li>• Developing an awareness of body image and self-esteem</li> <li>• Knowing the dangers of substances like smoking, alcohol, and drugs</li> <li>• Deepening knowledge of online safety, including social media risks and cyberbullying</li> </ul> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• Understanding healthy and unhealthy relationships (including friendships and romantic relationships)</li> <li>• Developing awareness of consent, personal boundaries, and respecting others</li> <li>• Recognising different family structures and the importance of diversity</li> <li>• Understanding the influence of peer pressure, media, and advertising on choices</li> <li>• Learning strategies for managing conflict, including assertiveness</li> </ul> <p><b>Living in the Wider World:</b></p> <ul style="list-style-type: none"> <li>• Understanding democracy, rules, and laws in society</li> <li>• Developing financial literacy, including budgeting and the value of money</li> <li>• Exploring career aspirations and different pathways for future education</li> <li>• Recognising media influence and developing critical thinking about news and social media</li> <li>• Understanding sustainability and the impact of human choices on the planet</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Self-management:</b> Setting goals and making informed decisions about health and wellbeing</li> <li>• <b>Empathy &amp; respect:</b> Understanding different perspectives and cultures</li> <li>• <b>Resilience:</b> Coping with setbacks and seeking support when needed</li> <li>• <b>Assertiveness:</b> Expressing opinions confidently while respecting others</li> <li>• <b>Problem-solving:</b> Thinking critically about challenges and making responsible choices</li> </ul>	<p><b>Year A</b></p> <p><b>Unit 1:</b> advertisement, consumers, manipulate, media, marketing, misleading, reality, slogan</p> <p><b>Unit 2:</b> cannabis, cigarette, drugs, e-cigarette, influence, nicotine, risks, shisha, solvents, substance, tobacco, vaping</p> <p><b>Unit 3:</b> accommodation, financial, homelessness, human right, intergovernmental, migrant, migration, refugee, statutory, temporary, UN (United Nations), UNICEF</p> <p><b>Unit 4:</b> anxiety, bereavement, emotion, grief, intensity, loss, mental, physical</p> <p><b>Unit 5:</b> antisocial, behaviour, consequence, gangs, independent, law, peer pressure, protected, youths</p> <p><b>Unit 6:</b> sex, sexuality, penis, vagina, ovaries, testicles, uterus, breasts, conception, contraception, HIV</p> <p><b>Year B</b></p> <p><b>Unit 1:</b> blended family, disability, discrimination, diverse, gay, homeless, homophobic, lesbian, prejudice, sexist, stereotype, transgender, transphobic</p> <p><b>Unit 2:</b> abuse, domestic, peer pressure, trustworthy, relationship, risk, violence</p> <p><b>Unit 3:</b> discrimination, mental health, stigma, strategies, support</p> <p><b>Unit 4:</b> restrictions, alcohol, drugs, nicotine, risks, solvents, support, tobacco</p> <p><b>Unit 5:</b> career, credit card, debt, enterprise, hire purchase, influence, loan, manageable, reliable, salary, unmanageable</p> <p><b>Unit 6:</b> sex, sexuality, penis, vagina, ovaries, testicles, uterus, breasts, conception, contraception, HIV</p>
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