



# Knowledge and Skills Progression for PSHE

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Project Driving questions</b>	<ol style="list-style-type: none"> <li>How can we show compassion, care and love to those in need?</li> <li>How can we care for our world?</li> <li>What makes someone a hero?</li> </ol>	<ol style="list-style-type: none"> <li>How can we be compassionate, caring and loving towards others?</li> <li>How can we look after our planet?</li> <li>What is it like at the seaside?</li> <li>What does it mean to be an explorer?</li> <li>Growing, Changing, Belonging -Why are differences important?</li> <li>Why did London burn and how can we design it safer today?</li> </ol>		<ol style="list-style-type: none"> <li>How can we be more compassionate, caring and loving towards others?</li> <li>How could looking through 'my window' help me to be a better steward of the environment?</li> <li>What can we learn from the Romans about work, innovation, and community?</li> <li>Can rocks show us how to be sustainable?</li> <li>Why is it important to hear everyone's story before we judge what happened in the past?</li> <li>How did the Anglo Saxons build a life they could trust?</li> </ol>		<ol style="list-style-type: none"> <li>How can we show compassion, care and love to those in need?</li> <li>What can we learn about stewardship from the medieval monarchs?</li> <li>Why does Britain have the Benin bronzes and should they be given back?</li> <li>Why is Earth special and how can we protect it?</li> <li>How can learning about past and present lifestyles help us understand why we should not judge others?</li> <li>How did trust help Ancient Egyptian society thrive, and how can we build fair and trusting communities today?</li> </ol>	
<b>Curriculum Topics - History/ Science</b>	<p><b>Ourselves</b>  <b>People that help us</b>  <b>Superheroes</b>  <b>Journeys and transport</b></p>	<p><b>Neil Armstrong, Explorers, Fire of London, Holidays and Seaside, Homes and Houses, Mary Seacole</b></p> <p><i>Seasonal Changes, Plants, Animals including humans, Living things and their habitats, Everyday Materials</i></p>		<p><b>Vikings and Anglo Saxons, Romans, Stone age to Iron age, Anglo Saxons to Scots, Victorians</b></p> <p><i>Plants , Light, Living things and their habitats, Animals including humans, Sound , Electricity, States of Matter, Forces and magnets</i></p>		<p><b>Tudors, Ancient Egypt, Benin, Ancient Greece, WW2</b></p> <p><i>Light, Electricity, Living things and their habitats, Earth and Space, Evolution and Inheritance, Properties and changes of materials, Animals including humans, Forces and Magnets</i></p>	
<b>Religious Understanding</b>	<p>Children can explain:            We are created individually by God as part of His creation plan</p> <p>We are all God's children and are special</p> <p>Our bodies were created by God and are good</p> <p>We can give thanks to God</p> <p>We are part of God's family</p>	<p>Children can explain:            God wants us to talk to Him often through the day and treat Him as our best friend</p> <p>God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness</p> <p>We are created as a unity of body, mind and spirit: who we are matters and what we do matters</p> <p>We can give thanks to God in different ways</p>		<p>Children can explain:            We are created individually by God who is Love, designed in His own image and likeness</p> <p>God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation)</p> <p>Every human life is precious from the beginning of life (conception) to natural death</p> <p>Personal and communal prayer and worship are necessary ways of growing in our relationship with God</p>		<p>Children can explain:            We were created individually by God who cares for us and wants us to put our faith in Him</p> <p>Physically becoming an adult is a natural phase of life</p> <p>Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!</p> <p>That God calls us to love others</p> <p>Ways in which we can participate in God's call to us</p>	

	<p>Jesus cared for others and wanted them to live good lives like Him</p> <p>We should love other people in the same way God loves us</p> <p>That God is love: Father, Son and Holy Spirit</p> <p>That being made in His image means being called to be loved and to love others</p> <p>What a community is, and that God calls us to live in community with one another</p> <p>Some Scripture illustrating the importance of living in a community</p> <p>That no matter how small our offerings, they are valuable to God and He can use them for His glory</p>	<p>Saying sorry is important and can mend friendships That God is love: Father, Son and Holy Spirit</p> <p>That being made in His image means being called to be loved and to love others</p> <p>What a community is, and that God calls us to live in community with one another</p> <p>A scripture illustrating the importance of living in community as a consequence of this</p> <p>Jesus' teaching on who is my neighbour</p>	<p>In Baptism God makes us His adopted children and 'receivers' of His love</p> <p>By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</p> <p>It is important to make a nightly examination of conscience</p> <p>That God loves, embraces, guides, forgives and reconciles us with him and one another</p> <p>The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness</p> <p>That relationships take time and effort to sustain</p> <p>That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness</p> <p>God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'</p> <p>The human family can reflect the Holy Trinity in charity and generosity</p> <p>The Church family comprises home, school and parish (which is part of the diocese)of the diocese)</p>	<p>That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity</p> <p>That the Holy Spirit works through us to bring God's love and goodness to others</p> <p>The principles of Catholic Social Teaching</p> <p>That God formed them out of love, to know and share His love with others</p>
<p>Me, My Body, My Health</p>	<p>Children can explain: We are each unique, with individual gifts, talents and skills</p> <p>Whilst we all have similarities because we are made in God's image, difference is part of God's plan</p> <p>That their bodies are good and made by God</p>	<p>Children can explain: That we are unique, with individual gifts, talents and skills</p> <p>That our bodies are good</p> <p>The names of the parts of our bodies</p> <p>That girls and boys have been created by God to be both similar and different and together make up the richness of the human family</p>	<p>Children can explain: Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community</p> <p>Self-confidence arises from being loved by God (not status, etc)</p> <p>They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do</p>	<p>Children can explain: Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community</p> <p>Self-confidence arises from being loved by God (not status, etc)</p> <p>That human beings are different to other animals</p>

	<p>The names of the parts of the body (not genitalia)</p> <p>That our bodies are good and we need to look after them</p> <p>What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</p>	<p>Our bodies are good and we need to look after them</p> <p>What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</p> <p>The importance of sleep, rest and recreation for our health</p> <p>How to maintain personal hygiene</p>	<p><b>Y4 Pupils only</b> Children can explain: What the term puberty means</p> <p>When they can expect puberty to take place</p> <p>That puberty is part of God's plan for our bodies</p> <p>Correct naming of genitalia</p> <p>What changes will happen to boys during puberty</p> <p>What changes will happen to girls during puberty</p>	<p>About the unique growth and development of humans, and the changes that girls and boys will experience during puberty</p> <p>About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately</p> <p>The need for modesty and appropriate boundaries</p> <p>How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc</p>
<b>Emotional wellbeing</b>	<p>Children can express that: That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</p> <p>That it is natural for us to relate to and trust one another</p> <p>A language to describe their feelings</p> <p>An understanding that everyone experiences feelings, both good and bad</p> <p>Simple strategies for managing feelings</p> <p>Simple strategies for managing emotions and behaviour</p> <p>That we have choices and these choices can impact how we feel and respond.</p> <p>We can say sorry and forgive like Jesus</p>	<p>Children can explain: That it is natural for us to relate to and trust one another</p> <p>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</p> <p>A language to describe our feelings</p> <p>In a simple way that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</p> <p>Simple strategies for managing feelings and for good behaviour</p> <p>That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do</p> <p>That Jesus died on the cross so that we would be forgiven</p>	<p>Children can explain: That emotions change as they grow up (including hormonal effects)</p> <p>A deeper understanding of the range and intensity of their feelings; that 'feelings' alone are not good guides for action</p> <p>What emotional well-being means • That positive actions help emotional well-being (beauty, art, etc. lift the spirit)</p> <p>That talking to trusted people helps emotional well-being (eg parents/carer/teacher/parish priest)</p> <p>That images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>That some behaviour is wrong, unacceptable, unhealthy and risky</p> <p>That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media</p>	<p>Children can explain: That images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</p> <p>A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action</p> <p>That some behaviour is wrong, unacceptable, unhealthy or risky</p> <p>That emotions change as they grow up (including hormonal effects)</p> <p>About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being</p> <p>The difference between harmful and harmless videos and images</p> <p>The impact that harmful videos and images can have on young minds</p> <p>Ways to combat and deal with viewing harmful videos and images</p>

<p>Life Cycles</p>	<p>Children can express that: That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult</p>	<p>Children can describe: That there are natural life stages from birth to death, and what these are – typically naming baby, child, teenager, adult, old age adult</p>	<p>Children can explain: That they were handmade by God with the help of their parents</p> <p>How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception</p> <p>How conception and life in the womb fits into the cycle of life</p>	<p>Children can explain: How a baby grows and develops in its mother's womb</p> <p>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</p> <p>Some practical help on how to manage the onset of menstruation</p> <p><b><u>NON STATUTORY:</u></b> Basic scientific facts about sexual intercourse between a man and woman</p> <p>The physical, emotional, moral and spiritual implications of sexual intercourse</p> <p>The Christian viewpoint that sexual intercourse should be saved for marriage</p>
<p>Personal Relationships</p>	<p>Children are able to describe: Special people (e.g. parents, carers, friends) and what makes them special</p> <p>The importance of the nuclear family and of the wider family</p> <p>The importance of being close to and trusting of 'special people' and telling them is something is troubling them</p> <p>How their behaviour affects other people and that there is appropriate and inappropriate behaviour</p> <p>The characteristics of positive and negative relationships</p> <p>Different types of teasing and that all bullying is wrong and unacceptable</p> <p>When they have been unkind to others and say sorry</p> <p>That when we are unkind, we hurt God and should say sorry</p> <p>When people are being unkind to them and others and how to respond</p> <p>That we should forgive like Jesus forgives</p> <p>Children are able to describe: When we are unkind to others, we hurt God also and should say sorry to him as well</p>	<p>Children can describe: Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong</p> <p>That there are different types of relationships including those between acquaintances, friends, relatives and family</p> <p>That good friendship is when both persons enjoy each other's company and also want what is truly best for the other</p> <p>The difference between a group of friends and a 'clique'</p> <p>Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</p> <p>Harassment and exploitation in relationships, including physical and emotional abuse and how to respond</p>	<p>Children can explain: That pressure comes in different forms, and what those different forms are</p> <p>That there are strategies that they can adopt to resist pressure</p> <p>What consent and bodily autonomy means • Different scenarios in which it is right to say 'no'</p> <p>How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships</p>	

<p>Keeping Safe</p>	<p>Children can explain: About safe and unsafe situations indoors and outdoors, including online</p> <p>That they can ask for help from their special people</p> <p>That they are entitled to bodily privacy</p> <p>That they can and should be open with 'special people' they trust if anything troubles them</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest</p> <p>That medicines should only be taken when a parent or doctor gives them to us</p> <p>That medicines are not sweets</p> <p>That we should always try to look after our bodies because God created them and gifted them to us That there are lots of jobs designed to help us</p> <p>That paramedics help us in a medical emergency</p> <p>That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</p>	<p>Children can explain: Some safe and unsafe situations, including online</p> <p>The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them</p> <p>How to resist pressure when feeling unsafe</p> <p>That they are entitled to bodily privacy</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest</p> <p>That medicines are drugs, but not all drugs are good for us</p> <p>That alcohol and tobacco are harmful substances</p> <p>That our bodies are created by God, so we should take care of them and be careful about what we consume</p> <p>That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade</p> <p>That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999 • Some basic principles of First Aid</p>	<p>Children can explain: That their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>How to use technology safely</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</p> <p>How to report and get help if they encounter inappropriate materials or messages</p> <p>How to use technology safely</p> <p>That bad language and bad behaviour are inappropriate</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</p> <p>How to report and get help if they encounter inappropriate materials or messages</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest</p> <p>That medicines are drugs, but not all drugs are good for us</p> <p>That alcohol and tobacco are harmful substances</p> <p>That our bodies are created by God, so we should take care of them and be careful about what we consume</p> <p>That in an emergency, it is important to remain calm</p> <p>That quick reactions in an emergency can save a life</p>	<p>Children can explain: That their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>How to use technology safely</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</p> <p>How to report and get help if they encounter inappropriate materials or messages</p> <p>What the term cyberbullying means and examples of it</p> <p>What cyberbullying feels like for the victim</p> <p>How to get help if they experience cyberbullying</p> <p>What kind of physical contact is acceptable or unacceptable and how to respond</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests</p> <p>The effect that a range of substances including drugs, tobacco and alcohol can have on the body</p> <p>How to make good choices about substances that will have a positive impact on their health</p> <p>That our bodies are created by God, so we should take care of them and be careful about what we consume</p> <p>How they may come under pressure when it comes to drugs, alcohol and tobacco</p> <p>That they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies</p> <p>That the recovery position can be used when a person is unconscious but breathing</p>
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			How to help in an emergency using their First Aid knowledge	That DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance
Living in the Wider World	<p>Children can explain: That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</p> <p>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling, etc</p> <p>About what harms and what improves the world in which they live</p>		<p>Children can explain: That God wants His Church to love and care for others</p> <p>Practical ways of loving and caring for others</p>	<p>Children can explain: How to apply the principles of Catholic Social Teaching to current issues</p> <p>Ways in which they can spread God's love in their community</p>
<b>Extra curricular (not Ten-Ten)</b>	<p><b>Anti-bullying/Friendships -</b> Talk about what makes a good friendship, how they would resolve conflict with their friends -Who there trusted adults are to speak to</p> <p><b>Underwear rule -</b> to understand where their privates are and how to keep them private.To know who to speak with if this occurs.</p> <p><b>Mental Health and wellbeing</b> -Helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities children talk about how they and others show feelings, talk about their own</p>	<p><b>Anti-bullying/Friendships -</b> Recognise that peers have different opinions and views. Recognise that there are different types of teasing and bullying and these are wrong and unacceptable (including online). Begin to understand consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities. Start to recognise and challenge gender stereotypes Begin to use emotions books</p> <p><b>Underwear rule -</b> to understand where their privates are and how to keep them private. To know who to speak to if this occurs.</p> <p><b>Mental Health and wellbeing</b> That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>Beginning to know 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><b>Anti-bullying/Friendships -</b> To be able to explain the different types of bullying in detail. To recognise the importance of self-respect. To recognise what constitutes a positive and healthy relationship with peers. To develop the skills to form and maintain positive and healthy relationships. To talk about celebrating differences. Use emotions books-what they were feeling and why.</p> <p><b>Underwear rule -</b> to understand where their privates are and how to keep them private. To be able to explain the rule to a friend. To know who to speak to if this occurs. To understand that they need to share this information with an adult if a friend discloses this to them.</p> <p><b>Mental Health and wellbeing</b> The benefits of physical exercise and time outdoors, on mental wellbeing and happiness</p> <p>Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feeling</p>	<p><b>Anti-bullying/friendship</b> To recognise and model respectful behaviour including online Recognise that reaching positive solutions usually involves considering things from different perspectives, negotiation or compromise. Know that communication and permission seeking are important Know when it is appropriate to share personal/private information in a relationship. To demonstrate how to show compassion to others To understand about bullying and discrimination in more detail and the long term effect of these on others and themselves. To use emotions books - what they are feeling, why and how it can be resolved.</p> <p><b>Underwear rule -</b> To be able to independently explain the rule. To understand the importance about keeping safe from sexual abuse. To identify a trusted adult to speak with if this occurs.</p> <p><b>Mental Health and wellbeing</b> Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p>

	<p>and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health and the benefits and importance of daily exercise, good nutrition and sufficient sleep</p>	<p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p>	<p>Benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness</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 with friends &amp; family and benefits of hobbies and interests.</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>How to seek support (including recognising the triggers for seeking support), including who in school they should speak to if worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Introduce Kooth (Y6)</p>
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**Key**

Purple - National Curriculum

Red - St Vincent's Curriculum

Black - Skills Progression