

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

	Units of work	Key knowledge	Key skills	Key vocabulary
2- plus	• Mini-theme 1: Settling-in/ Emotions / Family • Mini-theme 2: Family and friends (Hug & Owl Babies) • Mini-theme 3: Road safety • Mini-theme 4: Animal care	• Be increasingly able to talk about and manage their emotions • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on • Develop friendships with other children • Safely explore emotions beyond their normal range through play and stories • Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..." • Make connections between the features of their family and other families • Notice differences between people	• Find ways to calm themselves, through being calmed and comforted by their key person • Establish their sense of self • Express preferences and decisions. They also try new things and start establishing their autonomy • Engage with others through gestures, gaze and talk • Find ways of managing transitions, for example from their parent to their key person • Thrive as they develop self-assurance • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available • Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person • Feel strong enough to express a range of emotions • Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums • 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 • 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 • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress • Start eating independently and learning how to use a knife and fork	Mini-theme 1: happy, sad, angry, worried, help, kind, friend Mini-theme 2: calm, feel, help, talk, come back, home time Mini-theme 3: road, safe, careful, stay, walk, hold hands, listen Mini-theme 4: kind, gentle, touch, ask, stroke, safe, care
Nursery	<u>Year A</u> • Mini-theme 1: Settling-in / Emotions / Family • Mini-theme 2: Working with others • Mini-theme 3: Emotions through music • Mini-theme 4: Treasure hunts / Pirate role-play • Mini-theme 5: Shop role-play / Visiting the shop • Mini-theme 6: How to care for pets	• Remember rules without needing an adult to remind them • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' • Develop their sense of responsibility and membership of a community • Make healthy choices about food, drink, activity and toothbrushing • Begin to make sense of their own life-story and family's history • Show interest in different occupations	• 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 • Start a conversation with an adult or a friend and continue it for many turns • 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 • Become more outgoing with unfamiliar people, in the safe context of their setting • Show more confidence in new social situations	<u>Year A and Year B (vocabulary is the same):</u> Mini-theme 1: nursery, safe, adult, care, rules, listen, happy, sad, worried, angry Mini-theme 2: share, help, take turns, help, ask, kind, wait, try again Mini-theme 3: happy, sad, worried, silly, frustrated, angry, green zone, blue zone, yellow zone, red zone

	Year B • Mini-theme 1: Settling-in / Emotions / Family • Mini-theme 2: Working with others • Mini-theme 3: Songs about emotions • Mini-theme 4: Excavation play • Mini-theme 5: Different job roles / Stranger danger • Mini-theme 6: Safari camp role-play	• Continue developing positive attitudes about the differences between people • Understand gradually how others might be feeling	• Play with one or more other children, extending and elaborating play ideas • 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 • Increasingly follow rules, understanding why they are important • Develop appropriate ways of being assertive • Talk with others to solve conflicts • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips	Mini-theme 4: important, listen, ideas, take turns, share, work together Mini-theme 5: safety, rules, adult, stranger, healthy, job, help, choice Mini-theme 6: animals, care, feelings, respect, look after, gentle, kind
Reception	• Mini-theme 1: Settling-in / Emotions / Family / Similarities & differences • Mini-theme 2: Special toys / Everywhere Bear (class bear) • Mini-theme 3: Healthy eating / Cooking • Mini-theme 4: Stranger danger • Mini-theme 5: Caring for the environment / Caring for creatures • Mini-theme 6: Local adventures	• Develop social phrases • See themselves as a valuable individual • 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 • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Recognise that people have different beliefs and celebrate special times in different ways • Explain the reasons for rules, know right from wrong and try to behave accordingly • Talk about the lives of people around them and their roles in society	• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen • Build constructive and respectful relationships • Show resilience and perseverance in the face of challenge • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • 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 • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Show sensitivity to their own and others' needs • Negotiate space and obstacles safely, with consideration for themselves and others	Mini-theme 1: happy, sad, worried, silly, frustrated, angry, calm down, green zone, blue zone, yellow zone, red zone, respect, look after Mini-theme 2: special, unique, valuable, same, different, belong, care, share Mini-theme 3: healthy, unhealthy, fruit, vegetables, sugar, table manners, hygiene, clean, germs, toothbrushing, decay, dentist Mini-theme 4: stranger, careful, safe, trust, aware, protect, responsible Mini-theme 5: environment, recycle, reuse, reduce, plastic, paper, cardboard, glass Mini-theme 6: pedestrian, crossing, road, aware, stop, look, listen, passenger, seatbelt

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