

PSHE

Progression of Knowledge and Learning Language

Year 1 (Units 1-3)

Skills related to this subject are mapped out on a separate document to support the distinguishing between what we children know and what we expect children to do to gain new knowledge and what they do with that new knowledge. Our skills are designed and centred around this subject as a discipline, where children acquire and apply these as if they were the subject expert. The skills are progressive and deepen as children move through units of learning and throughout each key stage with the expectation that they can be applied to any type of knowledge across a range of key areas within this subject.

	Unit 1 Me & My School	Unit 2 Happy & Healthy Me	Unit 3 Me & My Safety
Learning Focus	What is a School Council?	What helps us stay healthy?	Who helps to keep us safe?
Connected Prior Learning	- Class rules - Work together as a class to make decisions - Class votes and talking about being fair - Discuss who school council are and participate in tasks set	- All About Me topic – my body – healthy eating - PE – importance of exercise and what changes happen to our body - Hand washing and personal hygiene - Discussing feelings and how to handle emotions	- All About Me topic – people who help us week: fire, police, lollipop person, doctor - Internet safety day - Bonfire night safety - Under the sea topic – water safety - Discussions on how to keep themselves safe – e.g. at school, at home, out shopping etc.
New Powerful Knowledge	- Understand the need for class rules and how they help them - Describe what the School Council does and how it works - Explain the role of School Council rep - List some of the skills of School Council Representative	- Name the main parts of the body - Describe how they have changed since they were born - Describe how they might change in the future - Identify some new opportunities and responsibilities they may have as they grow up - Name a range of things that help them keep physically healthy - Identify things which help them feel emotionally healthy - List people who they can ask for help if they are worried about anything	- Identify some things which can be harmful if they go inside your body - Identify some things which might be dangerous in their home - Describe some things they can do to make their homes safer - Identify a range of people who help to keep them safe - Ask relevant questions about a person's job - Remember that 999 is the number to call in an emergency - Describe ways to keep themselves safe when walking - Describe ways to keep themselves safe in the car
Learning Language Development	- rule, help, safe, manners, courtesy - choice, reason, respect, difference - compromise - School Council, representative, meeting, changes - responsibility, role, views - skills, job - recognise, proud - meeting, agenda, minutes, chairperson, secretary - types of skills e.g. listening, caring, understanding, sports skills etc.	- head, neck, shoulders, arms, hands, fingers, legs, feet, toes, face, eyes, nose, mouth, ears, teeth, hair, knee and elbow - change, needs, grow, develop - baby, child, teenager, elderly, older and change - opportunity, responsibility, change, - Healthy, food, exercise, sleep, clean, teeth, brushing - like, dislike, reason - choice - self care, emotional health, feelings	- swallow, inject, sniff, breath, rub, dangerous, risk, safe, medicines - help, doctor, nurse, chemist - danger, risk, help - danger, plan, safe, home, - Police officer, fire officer, school crossing patrol, lifeguards - Emergency, phone, 999 - safe, road, holding hands, pavement, bright clothes - seatbelt, car, - danger, risk, safe, help

PSHE

Progression of Knowledge and Learning Language

Year 1 (Units 4-6)

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	Unit 4 Me and My Relationships	Unit 5 Me and Other People	Unit 6 Me in the World
Learning Focus	Who is special to us?	What groups do I belong to?	How can we look after each other and the world?
Connected Prior Learning	- All About Me – talking about families and sharing photos - Celebrations – talking about traditions and who we spend time with - Identifying similarities and differences between families and friends	- Families - Friends - School community – Church - Different religions and beliefs – their own religion/beliefs. - Discussing similarities and differences through stories/celebrations/personal photos - Being kind to others	- RE- creation – looking after God’s world - All Change topic – learning how to care for animals and plants - PSED – being kind to each other, how to show kindness, thinking of others - Class rules - Learning how to express feelings and consider others’ feelings - How to help others if there is a problem
New Powerful Knowledge	- describe the range of groups they belong to - describe types of families - identify ways that families care for each other - identify and describe a person who is special to them - describe a good friend	- recognise that they are members of groups and communities - describe different types of teasing - define what bullying is - explain what to do if they are being bullied	- describe the needs of animals - recognise that some needs have a cost attached to them - describe the needs of animals and how people can meet their needs - identify some needs humans have - describe how adults in school ensure children’s needs are met
Learning Language Development	- special, unique, talent, achievement, self-respect - groups, belonging, identity, uniform - same, different, similar, respect - family, relationship, - care, love, look after - special, person, - friend, good, like, trust, share - listen, help, talk, kind - good friend, choice	- group, community, belonging, culture - include, exclude, friendship, fair, unfair - tease, kidding, fun, not fun - unpleasant, kind, unkind - bullying	- choice, favourite, pet, animal, reason - right, wrong, culture - needs: food, shelter, warmth, care, space - cost, money - fair, unfair, responsibility, needs, - food, shelter, space, attention, leaflet, - wants, rights, - contribute, help

PSHE

Progression of Knowledge and Learning Language

Year 2 (Units 1-3)

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	Unit 1 Me & My School	Unit 2 Happy & Healthy Me	Unit 3 Me & My Safety
Learning Focus	How does a School Council work? How do we recognise our feelings?	How do we grow and stay healthy?	What helps us to keep safe?
Connected Prior Learning	- Understand the need for class rules and how they help them - Describe what the School Council does and how it works - Explain the role of School Council rep - List some of the skills of School Council Representative	- Name the main parts of the body - Name a range of things that help them keep physically healthy - Identify things which help them feel emotionally healthy	- Identify some things which might be dangerous in their home - Describe some things they can do to make their homes safer - Identify a range of people who help to keep them safe - Ask relevant questions about a person's job - Remember that 999 is the number to call in an emergency - List people who they can ask for help if they are worried about anything
New Powerful Knowledge	- Explain the need for class rules and how they help them - Identify a law that adults have to follow - Explain what the School Council does and how it works - Describe the role of School Council rep - List some of the skills of School Council Rep - Recognise and name a range of feelings (positive and negative)	- Name boy's and girl's body parts - Describe the differences between boys and girls - Describe how to keep different parts of the body clean - Describe how common infections are spread - Explain ways to limit or avoid infections - Describe the components of a balanced diet - Describe the contribution physical activity and sleep make to our well being	- Name some unsafe situations - Know how to make a call to the emergency services - Describe how to keep themselves safe in relation to people - Explain the difference between secrets and surprises
Learning Language Development	- rule, help, safe, courtesy, manners - law, breaking, following, British - School Council, representative, meeting, changes - responsibility, role, views - skills, job - recognise, proud, - types of skills e.g. listening, caring, understanding, sports skills etc. - meeting, agenda, minutes, chairperson, secretary - feelings – frustrated, angry, valued, happy - negative, positive	- nipples, vulva, penis, testicles - clean, dirty, hygiene, washing, infection, disease, germ, spread, catch - illness, spread, stop, cover, nurse, doctor, pharmacist, first aid - Eatwell guide: sections; fruit and vegetables - Potatoes, bread, rice, pasta and other starchy carbohydrates, dairy and alternatives, beans, pulses, fish, eggs, meat and other proteins, oil and spreads, water (and drinks) - healthy, balance, treat, variety, emotional health, feelings	- safe, unsafe, dangerous, risk, risky, harmful. - danger, less reduce, medicine, substance, worried - road, stop, look and listen, rules - adult, help - emergency, phone, 999, police, fire, ambulance - comfortable, uncomfortable, - acceptable, unacceptable, secret, surprise, tell, no, stop

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Progression of Knowledge and Learning Language

Year 2 (Units 4-6)

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	Unit 4 Me and My Relationships	Unit 5 Me and Other People	Unit 6 Me in the World
Learning Focus	What is bullying?	What is the same and different about us?	How can we look after our local area? What can we do with money?
Connected Prior Learning	- Describe a good friend - Describe different types of teasing - Define what bullying is - Explain what to do if they are being bullied	- Describe types of families - Identify ways that families care for each other - Identify and describe a person who is special to them	identify some needs humans have
New Powerful Knowledge	- Identify that there are different types of teasing and bullying. - Explain how to resist teasing and bullying, if they experience or witness it. - Say who they could go to and how to get help	- Describe different types of families - Describe similarities between people of different races in the UK - Understand that Britain is a diverse place	- Describe some of the positive and negative features of the local environment - Describe positive things about the local area and how people look after it - List some different sources of money - Describe some things money can be used for including spending and saving - Explain the role money plays in their lives
Learning Language Development	- behaviour, affect, others, sharing, taking turns, helping, rules, fair, unfair - courtesy, manners - right and wrong - kind, unkind - special, change, loss, happy, sad, angry, remember, talk, share	- same, different, similar, boy and girl - job, career, male, female, agree, disagree - family, society, same, different, culture, community - culture - race, colour - respect - faith - belief	- like, dislike, reason, area, street, road, feature - good, bad, positive, negative, select choose, - describe - reason, improve, action - debate, listen idea, agree, disagree - money, payment, pay, savings - spend, save - charity

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Year 3 (Units 1-3)

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	Unit 1 Me & My School	Unit 2 Happy & Healthy Me	Unit 3 Me & My Safety
Learning Focus	How can I contribute to my school?	Why should we eat well and keep ourselves healthy?	How can we manage risk in different places?
Connected Prior Learning	- Explain the need for class rules and how they help them - Identify a law that adults have to follow - Explain what the School Council does and how it works - Describe the role of School Council rep - List some of the skills of School Council Rep	- Name boy's and girl's body parts - Describe the differences between boys and girls - Describe the components of a balanced diet - Describe the contribution physical activity and sleep make to our well being	- Name some unsafe situations - Describe how to keep themselves safe in relation to people - Explain the difference between secrets and surprises - Name the main internal and external parts of the body - Understand the differences between male and female, and learn the agreed names of the sexual parts
New Powerful Knowledge	- Explain how the Class and School Council works - Describe the role of a local councillor	- List some of the components of a balanced diet - Recognise balanced meals - Suggest ways to make a meal more balanced - Explain the benefits of eating healthily - Recognise some of the influences on their choices - Identify the differences between males and females - Name the main internal and external parts of the body - Understand the differences between male and female, and learn the agreed names of the sexual parts(see vocabulary below)	- Know that pressure to behave in an unacceptable or risky way can come from a variety of people - Explain which parts of their body are private - Explain the underwear rule - Explain the difference between secrets and surprises - Know who can help and support them - Know when and how to deliver CPR to an unresponsive casualty who is not breathing normally
Learning Language Development	- strength, skill, achievement, success - challenge, change, overcome, - rule, agree, positive - contribute, school, responsible, behaviour - School Council, representative, skills, develop - role - Elected, Councillor, change.	- balance diet, too much, not enough, - variety, balance, diet, healthy - food, benefit, tooth decay - choice, healthy, healthier, treat - influence, positive, negative - agree, disagree, respect, opinion, reason - male, female, boy, girl, changes, physical, emotional, social, teenager - knee, elbow, shoulder, wrist, ankle, stomach, heart, lungs, brain, tongue - penis, testicles, breasts, vulva, vagina, womb	- safe, unsafe, risk, identify, help - rules, safe, crossing, - medicines, drugs, risk, safety, help - rules, keeping safe, decisions, pressure, influence, pressure, assertive, nervous, brave, compromise, risk, frightened, think, persuade, safe, sensible, negotiate - acceptable, unacceptable, depends - worried, hurt, upset, tell - good and bad secret, surprise, tell, - worried, anxious

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	Unit 4 Me and My Relationships	Unit 5 Me and Other People	Unit 6 Me in the World
Learning Focus	What are families like? How can we be a good friend?	What makes a community?	What decisions can people make with money?
Connected Prior Learning	- Identify ways that families care for each other - Describe different types of families	- Describe similarities between people of different races in the UK - Understand that Britain is a diverse place	- List some different sources of money - Describe some things money can be used for including spending and saving - Explain the role money plays in their lives
New Powerful Knowledge	- Recognise that families come in many different forms - Explain why children might be in different family arrangements - Know that choices require decisions - Describe features of a positive friendship - Discuss feelings about arguments - Know when and where to get help	- Describe themselves in a range of ways - Describe what a community is - Identify some institutions which support the community	- Identify where money comes from - Identify what money is used for - Name a range of resources we need as humans - Begin to recognise how resources are allocated - Describe ways to reduce the impact Resource use has on the environment
Learning Language Development	- family, parent, carer, partner, mum, dad, grandparents, step mum, step dad - choice, consequences - friend, good, skills, - arguments, fair, unfair	- like, dislike, appearance, same, different - community, group, individual, common, area, share - similarities, differences, race, nationality, region, religion, ethnicity - Britain, religion, race, nationality, ethnicity	- money, work, present, inheritance, sale - buy, purchase, bill, save, spend - spend, save, bank, building society, safe, piggy bank, charity - value, cost, amount, worth, - buy, cost, quality, delivery, value, resource - resource, renewable, non renewable, limited, natural - fair, unfair, difference - reduce, reuse, recycle, energy, waste

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	Unit 1 Me & My School	Unit 2 Happy & Healthy Me	Unit 3 Me & My Safety
Learning Focus	How are decisions made at school and in our area?	What's good and bad for my body and how will we grow and change?	How can we manage risk for ourselves and others?
Connected Prior Learning	- Explain how the Class and School Council works - Describe the role of a local councillor	- Know who can help and support them - Recognise some of the influences on their choices - List some of the components of a balanced diet - Recognise balanced meals - Suggest ways to make a meal more balanced - Explain the benefits of eating healthily - Recognise some of the influences on their choices - Describe the contribution physical activity and sleep make to our well being	- Hazards of electricity (Science) - Know that pressure to behave in an unacceptable or risky way can come from a variety of people - Know when and how to deliver CPR to an unresponsive casualty who is not breathing normally
New Powerful Knowledge	- Explain what democracy means - Understand their role in the democratic process - Explain how to raise an issue with the local Councillor	- Identify a range of things which keep them healthy - Explain what makes them ill - Recognise ways to reduce the spread of bacteria and viruses - Recognise that some diseases can be prevented through vaccination and immunisation - Identify different types of allergies - Describe ways we can help ourselves feel better when we are ill - Explain reasons medicines could be dangerous - Recognise that all drugs are not medicines - Understand how smoking can affect health	- List potential hazards at home, in school and the local area - Identify possible dangers from the hazards - Define risk - Explain how school rules help to keep them safe - Explain how rules and laws keep people safe - Know when and how to deliver CPR to an unresponsive casualty who is not breathing normally (revisit) - Identify a casualty who is having an asthma attack - Identify when a casualty is having an allergic reaction to a bite or sting

		• Explain some of the benefits of being a non- smoker • Understand what a habit is. • Explain that during puberty the body changes from a child into an adult • Know that changes are a natural part of growing up and that change is a gradual process • Say who they can talk to if they have any concerns	
Learning Language Development	• democracy, equality, society, human rights, freedom, government • ballot, vote, democracy, politics • class council, representative, chairperson, secretary • free speech, freedom, respect, opinion, view, courtesy, manners • councillor, issue, community	• habit, good, bad, change • life cycle, grow, change, develop and mature • puberty, body processes, inevitable • grow, bigger, taller, heavier, stronger, change, developing	• risk • danger • hazard • rule, law, breaking, safe • on-line, passwords, personal information, CEOP button, secret

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	Unit 4 Me and My Relationships	Unit 5 Me and Other People	Unit 6 Me in the World
Learning Focus	How are decisions made at school and in our area?	How do we treat each other with respect?	How can our choices make a difference to others and the environment?
Connected Prior Learning	- Discuss feelings about arguments - Know when and where to get help	- Introduction to puberty - Consider which religions, races and ethnicities the pupils will already have experience of. - Describe similarities between people of different races in the UK - Understand that Britain is a diverse place - Describe themselves in a range of ways - Describe what a community is - Identify some institutions which support the community	identify some needs humans have
New Powerful Knowledge	Be able to discuss their feelings about arguments and violence	- Recognise the range of identities in Britain today - Explain why respect and tolerance are important - Know more about what are acceptable and unacceptable names to call others. - Understand more about racism and know that I should not make racist remarks	- Explain what a right is - Explain what a responsibility is - Describe how people campaign for their rights and those of other people - Describe what a duty is. - List a range of jobs in school and in the local community
Learning Language Development	- feelings, emotions, moods - relationships - safe, unsafe, comfortable, uncomfortable, private, - acceptable, unacceptable - feelings, lost, separated, died, relief, regret, remember, support, share - violence, enemy, acceptable, responsibility	- tolerance, similarities, respect, differences - contribute, courtesy, manners - racism, race, dual heritage, tolerance, acceptance, Asian, Black, White, Black French/African, Acceptance, White Irish/American, Euro Asian - Native American, European, Include, Human Race, Race, Culture, Value - Ethnic Group, equal, Diverse/Diversity, Race Diverse	- right - responsibility - duty