

# PSHE KNOWLEDGE & VOCABULARY PROGRESSION TABLES

KS1 DRUG EDUCATION	LKS2 DRUG EDUCATION	UKS2 DRUG EDUCATION
<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>
<ul style="list-style-type: none"> <li>• Explore the role of medicines (use when we are ill/ prevent illness/ manage a condition).</li> <li>• Understand that household products, including medicines, can be harmful if not used properly.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the different purposes that medicines have.</li> <li>• Explain the importance of taking medicines correctly and using household products safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that there are rules and laws surrounding the use of medicines, drugs and household products.</li> <li>• Reflect on the risks/effects that legal drugs common to everyday life can have on health.</li> </ul>
<b>Managing risk</b>	<b>Managing risk</b>	<b>Managing risk</b>
<ul style="list-style-type: none"> <li>• Explore that medicines come in different forms and are used in different ways.</li> <li>• Understand that things that people put into their body or on their skin can affect how they feel.</li> <li>• Talk about some simple rules for staying safe around medicines and other household substances/products.</li> <li>• Identify people that they can go to if they are ill, worried or to help them/others to stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe risk in relation to the use of medicines/household products, and suggest what action to take to help prevent or minimise harm.</li> <li>• Explore the possible risks and consequences of using/misusing legal drugs/ household products in everyday situations.</li> <li>• Identify a circle of support and how to ask for help.</li> <li>• Demonstrate what</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some ways in which alcohol, tobacco and other substances can affect the body/decision making.</li> <li>• Explain why some substances are harmful for growing bodies.</li> <li>• Analyse mixed messages in the media relating and recognise how they might influence opinions/behaviour.</li> <li>• Identify a range of strategies to better manage situations involving peer influence/approval.</li> <li>• Research reliable sources of information/support for children/adults affected by their own or someone else's drug use.</li> </ul>
<b>VOCABULARY</b>	<b>VOCABULARY</b>	<b>VOCABULARY</b>
<p style="text-align: center;">Risk   harmful   safe   help illness   virus</p> <p>Medicine antibiotic vaccination danger</p>	<p style="text-align: center;">Drug   prescribed   misuse   legal   illegal support   consequence   hazard   law   peer</p>	<p style="text-align: center;">Influence   pressure   approval substance   habit   addictive   influence</p>

# PSHE KNOWLEDGE & VOCABULARY PROGRESSION TABLES

KS1 EXPLORING EMOTIONS	LKS2 EXPLORING EMOTIONS	UKS2 EXPLORING EMOTIONS
<b>Exploring emotions</b>	<b>Exploring emotions</b>	<b>Exploring emotions</b>
<ul style="list-style-type: none"> <li>• Name a range of words to describe feelings.</li> <li>• Understand that all feelings are ok.</li> <li>• Understand that feelings can affect how our bodies feel and behave.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wider vocabulary to describe how they feel.</li> <li>• Describe feelings that can be comfortable/uncomfortable.</li> <li>• Recognise that feelings can differ in intensity.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a varied vocabulary when talking about feelings.</li> <li>• Understand that sometimes we can have conflicting feelings.</li> <li>• Explain that feelings can change over time and range in intensity.</li> </ul>
<b>Recognising emotions</b>	<b>Recognising emotions</b>	<b>Recognising emotions</b>
<ul style="list-style-type: none"> <li>• Explore how to recognise different feelings.</li> <li>• Talk about how we recognise what others might be feeling.</li> <li>• Understand that not everyone feels the same about the same things.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how everyday things can affect how we think, feel and behave.</li> <li>• Describe what supports good mental/physical health.</li> <li>• Identify that not everyone feels the same about the same things.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that feelings can impact our mental and physical health.</li> <li>• Recognise the importance of taking care of mental health and wellbeing.</li> <li>• Discuss the signs that someone may be struggling with their mental health.</li> </ul>
<b>Managing emotions</b>	<b>Managing emotions</b>	<b>Managing emotions</b>
<ul style="list-style-type: none"> <li>• Talk about ways to manage big and uncomfortable feelings.</li> <li>• Identify who they can ask for help and can demonstrate how to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings.</li> <li>• Understand the importance of not bottling up how you are feeling.</li> <li>• Understand the importance of asking for help if feelings become too uncomfortable.</li> <li>• Explain how they can access help.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify strategies that they could use to respond to feelings, including conflicting feelings.</li> <li>• Record strategies and behaviours that support mental health and wellbeing.</li> <li>• Explain how to seek support for themselves and others.</li> </ul>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
Feelings uncomfortable mental health concentrate sharing speaking listening managing happy lonely scared excited frustrated anger	Emotions well-being support strategies intensity perseverance effort teamwork calm relaxed	Mental illness impact embarrassment reframe discrimination

# PSHE KNOWLEDGE & VOCABULARY PROGRESSION TABLES

KS1 BEING HEALTHY	LKS2 BEING HEALTHY	UKS2 BEING HEALTHY
<b>Factors of a healthy lifestyle</b>	<b>Factors of a healthy lifestyle</b>	<b>Factors of a healthy lifestyle</b>
<ul style="list-style-type: none"> <li>• Explore what 'being healthy' means and why it is important.</li> <li>• Understand that food is necessary to keep our bodies healthy.</li> <li>• Identify that food choices can vary for families/cultures.</li> <li>• Name/describe different physical activities and identify ones they enjoy.</li> <li>• Explain how physical activity can help us to stay healthy.</li> <li>• Understand that sleep and relaxation are important for growing and keeping healthy.</li> <li>• Talk about healthy ways to feel good, calm down or change their mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what a healthy lifestyle is and why it is important.</li> <li>• Understand what a healthy, balanced diet may include.                             <ul style="list-style-type: none"> <li>• Understand what an informed choice is.</li> </ul> </li> <li>• Identify opportunities for physical activity within their everyday lives.                             <ul style="list-style-type: none"> <li>• Describe some consequences of being physically inactive, on the mind and body.</li> </ul> </li> <li>• Identify routines that support good quality sleep.</li> <li>• Explore strategies and behaviours that support mental health.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify things that can affect someone's physical/mental health.</li> <li>• Explain what constitutes a healthy diet and the risks associated with not having one.</li> <li>• Reflect on what may influence our choices to have a balanced lifestyle.</li> <li>• Identify what good physical health means and how to seek help if they are worried about their health.                             <ul style="list-style-type: none"> <li>• Recognise habits that can have both positive/negative effects on a healthy lifestyle.</li> </ul> </li> <li>• Understand routines/strategies that support good quality sleep; the effects of lack of sleep.                             <ul style="list-style-type: none"> <li>• Identify strategies and behaviours that support mental health.</li> </ul> </li> </ul>
<b>Hygiene, health and prevention</b>	<b>Hygiene, health and prevention</b>	<b>Hygiene, health and prevention</b>
<ul style="list-style-type: none"> <li>• Demonstrate how to brush teeth.</li> <li>• Explain what good dental care is understanding the foods/drinks that support it.</li> <li>• Demonstrate simple hygiene routines that stop germs from spreading.</li> <li>• Begin to recognise different ways of staying healthy in the sun.</li> <li>• Understand what it means to take a break and how this is important for our health.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what good dental health means, including how to brush and floss.</li> <li>• Identify the effects of different foods/drinks on the teeth.</li> <li>• Identify the everyday hygiene routines that can limit the spread of infection.</li> <li>• Identify the benefits/risks of sun exposure.</li> <li>• Describe how the five ways to wellbeing can be used as a tool to help keep a healthy balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the everyday routines that improve dental health.</li> <li>• Identify the everyday routines/habits that can limit the spread of infection.</li> <li>• Understand the wider importance of personal hygiene and how to maintain it.</li> <li>• Explain how to keep safe from sun damage and reduce the risk of skin cancer.                             <ul style="list-style-type: none"> <li>• Identify the benefits of the internet and strategies for managing/balancing time online/offline.</li> </ul> </li> </ul>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
Hygiene routine mood mind culture germs choice rest	Consequences inactive quality infection informed diet exposure damage worries benefits	Balanced lifestyle skin cancer lifestyle microbes

# PSHE KNOWLEDGE & VOCABULARY PROGRESSION TABLES

KS1 GROWING UP	LKS2 GROWING UP	UKS2 GROWING UP
<b>Growing and changing</b>	<b>Growing and changing</b>	<b>Growing and changing</b>
<ul style="list-style-type: none"> <li>• Name the main parts of the body including vagina and penis.</li> <li>• Recognising the difference between male and female body parts.</li> <li>• Understand the human life cycle and that people grow from young to old.</li> <li>• Describe ways that people's needs and bodies change as they grow.</li> <li>• Talk about some ways to keep clean.</li> <li>• Understand that babies grow in the mothers' body and have particular needs when they are born.</li> <li>• Recognise what makes them special and unique.</li> </ul>	<ul style="list-style-type: none"> <li>• Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries.</li> <li>• Understand the processes of reproduction and birth as part of the human life cycle (that babies start from an egg and sperm).</li> <li>• Explore physical and emotional changes that happen during puberty.</li> <li>• Explain how daily hygiene helps to reduce the spread of infection.</li> <li>• Explain how adults care for a baby during and after pregnancy.</li> <li>• Recognising that individuality and personal qualities contributes to who we are.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.</li> <li>• Explain the how babies are conceived, born and cared for.</li> <li>• Identify the physical and emotional changes that happen when approaching/during puberty.                             <ul style="list-style-type: none"> <li>• Know some key facts about menstruation.</li> </ul> </li> <li>• Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing.                             <ul style="list-style-type: none"> <li>• Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life.</li> </ul> </li> <li>• Identify and value personal strengths, skills, achievements and interests.</li> </ul>
<b>Privacy, boundaries and consent</b>	<b>Privacy, boundaries and consent</b>	<b>Privacy, boundaries and consent</b>
<ul style="list-style-type: none"> <li>• Understand that some parts of the body are private.</li> <li>• Identify different types of touch and how they make people feel.</li> <li>• Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what is meant by privacy and personal boundaries.                             <ul style="list-style-type: none"> <li>• Recognise uncomfortable/comfortable behaviour online/offline.</li> <li>• Know when it is right to break or keep a confidence or share a secret. Know how to ask for help.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understand what consent means and how to seek and give/not give permission in different situations.                             <ul style="list-style-type: none"> <li>• Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations.</li> </ul> </li> <li>• Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help.</li> </ul>
Vocabulary	Vocabulary	Vocabulary
Vagina, vulva, penis, changes, unique, special, worry, private, secret, surprise, uncomfortable, breasts	Egg, ovum, sperm, reproduction, emotion, puberty, pregnancy, womb, umbilical cord, testicles, ovaries, period, privacy, boundaries, personal, individuality, qualities	Conception, menstruation, cervix, vagina, consent

# PSHE KNOWLEDGE & VOCABULARY PROGRESSION TABLES

KS1 BULLYING MATTERS	LKS2 BULLYING MATTERS	UKS2 BULLYING MATTERS
<b>About bullying</b>	<b>About bullying</b>	<b>About bullying</b>
<ul style="list-style-type: none"> <li>• Explore what is bullying and what is not.</li> <li>• Recognise kind and unkind behaviour in themselves and others.</li> <li>• Identify that bodies and feelings can be hurt by words and actions.</li> <li>• Understand that hurtful behaviour is not acceptable.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe different types of bullying including the role of a bystander.</li> <li>• Recognise that our behaviour can affect others.</li> <li>• Identify how the body may react to unhappy or uncomfortable feelings.                             <ul style="list-style-type: none"> <li>• Explain the consequences of hurtful/bullying behaviour and understand neither are acceptable.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explain what direct, indirect and cyberbullying means.</li> <li>• Identify when banter or other behaviour becomes unkind.                             <ul style="list-style-type: none"> <li>• Analyse ways to identify and manage uncomfortable feelings online/offline.</li> </ul> </li> <li>• Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it.</li> </ul>
<b>Strategies and support</b>	<b>Strategies and support</b>	<b>Strategies and support</b>
<ul style="list-style-type: none"> <li>• Explore simple strategies to resolve arguments between friends.</li> <li>• Understand how to report bullying and who they can talk to.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline.                             <ul style="list-style-type: none"> <li>• Recognise the importance of seeking support and identify how they might do this.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify positive strategies that may help to resolve disputes in friendships.</li> <li>• Describe some barriers to accessing support.</li> <li>• Recognise the importance of seeking support if feeling lonely, excluded or unsafe.</li> </ul>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
Bullying hurtful report safe friendship lonely trusted argument	Bystander support include exclude unsafe relationship consequences	Direct indirect discrimination prejudice banter

# PSHE KNOWLEDGE & VOCABULARY PROGRESSION TABLES

KS1 CHANGES	LKS2 CHANGES	UKS2 CHANGES
<b>About loss and change</b>	<b>About loss and change</b>	<b>About loss and change</b>
<ul style="list-style-type: none"> <li>• Identify examples of loss and change.</li> <li>• Begin to recognise that loss and change can affect the way we think, feel and behave.</li> <li>• Understand that changes can produce big feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that loss/change are a normal part of life.</li> <li>• Describe how change and loss, can affect feelings, thoughts and behaviours.</li> <li>• Recognise that feelings associated with loss/change can change over time and range in intensity.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore that loss, bereavement and change are part of the human life cycle.</li> <li>• Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone.</li> <li>• Recognise that internal conflicting emotions can be normal when dealing with loss and change.</li> </ul>
<b>Managing loss and change</b>	<b>Managing loss and change</b>	<b>Managing loss and change</b>
<ul style="list-style-type: none"> <li>• Identify feelings associated with loss and change.</li> <li>• Recognise some simple ways to prepare for change/transition.</li> <li>• Identifying different things that may help to manage big feelings.</li> <li>• Talk about some ways to help others when they are affected by change.                             <ul style="list-style-type: none"> <li>• Know that it is important to talk to someone if you are worried.</li> </ul> </li> <li>• Identify people who can help us if we feel worried/unhappy.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a varied vocabulary when talking about feelings associated with loss and change.                             <ul style="list-style-type: none"> <li>• Identify self-help strategies and the importance of support when preparing for change/transitions.</li> <li>• Describe everyday things that affect feelings and understand the importance of expressing feelings.</li> </ul> </li> <li>• Develop some ways of responding to others and showing support if they are affected by loss/change.</li> <li>• Know why it is important to talk about our feelings and not bottle them up.</li> <li>• Know who to talk to if you are worried or have strong feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a range of emotions and intensities associated with loss and change.                             <ul style="list-style-type: none"> <li>• Identify problem solving strategies to manage transitions between classes and key stages.</li> </ul> </li> <li>• Identify strategies to respond to feelings, including intense or conflicting feelings.</li> <li>• Recognising the signs when someone may be struggling and understand how to seek support.</li> <li>• Explore some barriers to asking for help and some ways to address them.</li> <li>• Know who to talk to and where to go for help.</li> </ul>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
Worried unhappy	Transition loss challenges	Death memories

# PSHE KNOWLEDGE & VOCABULARY PROGRESSION TABLES

KS1 BEING ME	LKS2 BEING ME	UKS2 BEING ME
<b>Being unique and special</b>	<b>Being unique and special</b>	<b>Being unique and special</b>
<ul style="list-style-type: none"> <li>• Recognise and share facts about themselves.</li> <li>• Identify their likes and dislikes and what they are good at.</li> <li>• Talk about some ways that they are special.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore what contributes to who we are.</li> <li>• Identify and talk about their own strengths and interests.</li> <li>• Recognise what makes them unique and understands that being different is something to celebrate.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of factors that what contributes to our identity.</li> <li>• Express their talents and strengths with confidence. Set goals for how they would like to develop them.</li> <li>• Explain ways in which they respect and value other people's differences.</li> </ul>
<b>Understanding similarities and differences</b>	<b>Understanding similarities and differences</b>	<b>Understanding similarities and differences</b>
<ul style="list-style-type: none"> <li>• Recognise how friends can have both similarities and differences.</li> <li>• Show some simple ways to respect and celebrate other's differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify visible/invisible differences between people.</li> <li>• Explain why it is important to respect and celebrate the differences and similarities between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the differences and similarities between people.</li> <li>• Reflect on how discrimination and our own behaviour can affect others.</li> </ul>
<b>Being part of a community</b>	<b>Being part of a community</b>	<b>Being part of a community</b>
<ul style="list-style-type: none"> <li>• Name some groups that they belong to.</li> <li>• Talk about how being part of a group makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different groups that make up their community.</li> <li>• Recognise that they belong to different communities as well as the school community.</li> <li>• Describe what is positive about their community and how it supports them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain some of the benefits of communities.</li> <li>• Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities.</li> <li>• Explore how shared events and experiences can create a stronger community.</li> </ul>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
Like, dislike, respect, unique, appearance, interests,	Community, difference, culture, beliefs, discrimination	Diversity, sexuality, disability, race, value

# PSHE KNOWLEDGE & VOCABULARY PROGRESSION TABLES

KS1 DIVERSITY MATTERS	LKS2 DIVERSITY MATTERS	UKS2 DIVERSITY MATTERS
<b>Similarities and differences</b>	<b>Similarities and differences</b>	<b>Similarities and differences</b>
<ul style="list-style-type: none"> <li>• Recognise ways they are the same as and different to others.</li> <li>• Talk about some ways that they are special.                             <ul style="list-style-type: none"> <li>• Express their thought and opinions and recognise that others can be different.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discuss a range of the similarities/ differences between people.</li> <li>• Explore what contributes to who we are.</li> <li>• Listen actively to others' views and explore how they are the similar or different to their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on diversity and what it means; the benefits of living in a diverse community.</li> <li>• Recognise their individuality and identify their personal qualities.</li> <li>• Understand that their views and opinions come from their different backgrounds and experiences.                             <ul style="list-style-type: none"> <li>• Model how to discuss or debate respectfully.</li> </ul> </li> </ul>
<b>Respecting others</b>	<b>Respecting others</b>	<b>Respecting others.</b>
<ul style="list-style-type: none"> <li>• Talk about some ways to treat themselves and others with kindness.</li> <li>• Know what it means if something is fair or unfair.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the importance of self-respect and demonstrate ways to respect others.                             <ul style="list-style-type: none"> <li>• Recognise and challenge stereotypes.</li> <li>• Explain the concept of being equal.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of having respect and compassion for self and others.</li> <li>• Recognise how stereotypes are perpetuated and have some strategies to challenge positively.</li> <li>• Identify different types of discrimination and recognise the impact they can have.                             <ul style="list-style-type: none"> <li>• Understand that there are laws about discrimination so that we can live in a fair society.</li> </ul> </li> </ul>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
Opinions respect fair unfair kindness same different	Stereotypes equal similarities differences racism	Individuality diverse community identity

# PSHE KNOWLEDGE & VOCABULARY PROGRESSION TABLES

<b>KS1 BEING RESPONSIBLE</b>	<b>LKS2 BEING RESPONSIBLE</b>	<b>UKS2 BEING RESPONSIBLE</b>
<b>Roles and responsibilities</b>	<b>Roles and responsibilities</b>	<b>Roles and responsibilities</b>
<ul style="list-style-type: none"> <li>• Understand what a rule is and that we follow rules to help each other.</li> <li>• Understands that rules need be fair.</li> <li>• Give examples of rules from different situations. Identify simple responsibilities they have.</li> <li>• Describe some simple ways to manage waste.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them.</li> <li>• Describe some basic human rights.</li> <li>• Understand that rights come with responsibilities.</li> <li>• Describe what climate change is and some ways we can all help to reduce the effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how law protects our rights and how to respond respectfully if something is not within the law.</li> <li>• Recognise that human rights are there to protect everyone.</li> <li>• Understand the relationship between rights and responsibilities, providing examples.</li> <li>• Explain the importance of protecting the environment and set personal everyday actions.</li> </ul>
<b>Community and care</b>	<b>Community and care</b>	<b>Community and care</b>
<ul style="list-style-type: none"> <li>• Recognise that people have different needs.</li> <li>• Describe some ways to care for people, animals and other living things.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore what is meant by a community and the differences between needs and wants within a community.</li> <li>• Explore and identify the welfare needs of animals and humans.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how we can support others within a community.</li> <li>• Identify diversity within a community and explore how we can celebrate this.</li> <li>• Recognise the importance of having compassion towards others and explain how to show care and concern.</li> </ul>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
Responsible, rules, needs respect reuse reduce recycle, campaign, choice	Rights and responsibilities, rules and laws welfare respectful decision welfare	Respectfulness protected human rights, declaration

# PSHE KNOWLEDGE & VOCABULARY PROGRESSION TABLES

KS1 BEING SAFE	LKS2 BEING SAFE	UKS2 BEING SAFE
<p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>• Explore basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of password and the importance of adult supervision.</li> <li>• Talk about examples of rules and age restrictions that are there to keep them safe.</li> <li>• Identifying possible risks/hazards in the home and outside.</li> <li>• Explore how to keep safe and reduce risks at home and in their local environment.</li> </ul>	<p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>• Explain basic strategies to help keep themselves safe online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report.</li> <li>• Identifying situations where age restrictions apply.</li> <li>• Identify and assess risk online/offline. (Including in the home and when playing out).</li> <li>• Discuss ways to reduce risks at home and in the local environment in order to stay safe.</li> </ul>	<p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>• Identify strategies for keeping safe online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline.</li> <li>• Explain reasons for age restrictions/regulations.</li> <li>• Predict, assess and manage risks online and offline. (Including road and water safety).</li> <li>• Explore how the pressure/excitement in the moment can affect how we manage risk.</li> </ul>
<p><b>First aid</b></p> <ul style="list-style-type: none"> <li>• Recognises what to do if there is an accident and someone gets hurt. Know to keep themselves safe first.</li> <li>• Demonstrate how to ask for help including calling 999.</li> </ul>	<p><b>First aid</b></p> <ul style="list-style-type: none"> <li>• Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/stings.</li> <li>• Identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency.</li> </ul>	<p><b>First aid</b></p> <ul style="list-style-type: none"> <li>• Identify hazards that may cause injury. Demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking.</li> <li>• Explain how to respond in an emergency, including when and how to contact different emergency services.</li> </ul>
<p><b>Vocabulary</b></p> <p>Safe hurt emergency</p>	<p><b>Vocabulary</b></p> <p>First aid permission risk pressure</p>	<p><b>Vocabulary</b></p> <p>Respond critical</p>

# PSHE KNOWLEDGE & VOCABULARY PROGRESSION TABLES

KS1 RELATIONSHIPS MATTER	LKS2 RELATIONSHIPS MATTER	UKS2 RELATIONSHIPS MATTER
<b>Friendships</b>	<b>Friendships</b>	<b>Friendships</b>
<ul style="list-style-type: none"> <li>• Explain what makes a good friend/ friendship.</li> <li>• Talk about some ways to make friends.</li> <li>• Explain basic techniques for resisting pressure.</li> <li>• Recognise kind and unkind behaviour.</li> <li>• Name the special people in their lives.</li> <li>• Resolve conflict in simple ways e.g. choosing to share, take turns, etc.</li> <li>• Tell someone if you are worried about something in a relationship/family.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what makes a positive healthy or unhealthy friendship.</li> <li>• Identifying strategies to build friendships.                             <ul style="list-style-type: none"> <li>• Understand the difference between persuasion, influence and pressure.</li> </ul> </li> <li>• Explain how kindness can support wellbeing.                             <ul style="list-style-type: none"> <li>• Recognise there are different types of relationships.</li> <li>• Explain what can cause arguments with friends and describe some ways to resolve them.</li> </ul> </li> <li>• Recognise the importance of asking for help if we feel worried, lonely or excluded.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on what the qualities of a good friendship/relationship are and are not.</li> <li>• Identify and apply strategies that support healthy friendships.</li> </ul> <p>Use strategies to manage peer influence and the need for peer approval.</p> <ul style="list-style-type: none"> <li>• Explore what a loving caring relationship means.                             <ul style="list-style-type: none"> <li>• Understand what marriage and civil partnership means.</li> </ul> </li> <li>• Understand that forced marriage is a crime.                             <ul style="list-style-type: none"> <li>• Use strategies to positively resolve disputes and reconcile differences in friendships.</li> </ul> </li> <li>• Explain when and how to seek advice if family, friendship or relationships make them unhappy through a range of options.</li> </ul>
<b>Families</b>	<b>Families</b>	<b>Families</b>
<ul style="list-style-type: none"> <li>• Talk about some ways that their family is the same or different to others.</li> <li>• Describe some things they enjoy doing with their family and how it makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that there are different types of family structures.                             <ul style="list-style-type: none"> <li>• Explain what it means to be part of a family.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explore and respect that there are different family structures in society.</li> <li>• Reflect on how being part of a family provides stability and love.</li> </ul>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
Family friends worry lonely relationships difference kind special	Include, exclude argue peer influence healthy ad unhealthy relationship pressure persuasion	Dispute marriage resolution compromise society stability power imbalance

# PSHE KNOWLEDGE & VOCABULARY PROGRESSION TABLES

<b>KS1 MONEY MATTERS</b>	<b>LKS2 MONEY MATTERS</b>	<b>UKS2 MAONEY MATTERS</b>
<b>Economic wellbeing</b>	<b>Economic wellbeing</b>	<b>Economic wellbeing</b>
<ul style="list-style-type: none"> <li>• Understand what money is and its different forms.</li> <li>• Describe some ways money can be looked after.</li> <li>• Recognise that people make different choices about how to spend/save money.</li> <li>• Talk about some things we all need and some things we want but don't need.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain some different ways to pay for things.</li> <li>• Explain some different ways to keep track of money.                             <ul style="list-style-type: none"> <li>• Identify that people have different attitudes towards saving/spending.</li> </ul> </li> <li>• Recognise that people make spending decisions based on needs, wants and priorities.</li>   <li>• Identifying the ways that money can impact on people's feelings.</li> <li>• Recognise that people's spending decisions can affect others and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what a bank account is and how this is linked to payment.                             <ul style="list-style-type: none"> <li>• Understand the risks associated with money and ways of keeping money safe</li> </ul> </li> <li>• Identify the risks involved in gambling activities.                             <ul style="list-style-type: none"> <li>• Explain some ways to get help if they are concerned about gambling or other financial risks.</li> </ul> </li> <li>• Reflect on the role that money plays in people's lives, attitudes towards it and what influences decisions about spending and saving.</li> <li>• Identify the impact that having or not having money can have on a person's wellbeing.</li> <li>• Explain some ways that money is/can be distributed to benefit the community.</li> </ul>
<b>Work, aspirations and careers</b>	<b>Work aspirations and careers</b>	<b>Work, aspirations and careers</b>
<ul style="list-style-type: none"> <li>• Know that everyone has different strengths and talents, in and out of school.</li> <li>• Name some different jobs that people do.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise positive things about themselves and their achievements.</li> <li>• Identify some of the skills that may help them in their future careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how skills can help them with their future career.                             <ul style="list-style-type: none"> <li>• Identify jobs that they might like to do in the future.</li> </ul> </li> <li>• Discuss their views on how or why someone may or may not choose a certain career.                             <ul style="list-style-type: none"> <li>• Recognise a variety of routes into careers.</li> </ul> </li> <li>• Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations.</li> </ul>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
Money spend and save needs and wants	Career future priorities	Credit debit financial