

Progression of knowledge and skills in PSHE

The document below has been designed to show how we will cover all of the relevant PSHE knowledge and skills across our school through the delivery of PSHE Matters Derbyshire Scheme of work.

Essential Skills and Attributes developed through the Programme of Study:	
Personal effectiveness	Interpersonal and social effectiveness
1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)	1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including □ Active listening and communication (including assertiveness skills) □ Team working □ Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) □ Leadership skills □ Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds
Managing risk and decision-making (integral to all of the above)	
1. Identification, assessment (including prediction) and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions	

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PSHE Matters Derbyshire- EYFS Strands

- New Development Matters 2021

Drug Education	Self-Confidence & Self-Awareness	30-50 Months	Understands that things have to be used safely. Show confidence in asking adults for help.
	Health & Self-Care	40-60+ Months	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Aware of the boundaries set, and behavioural expectations in the setting.
	Managing Feelings and Behaviour	ELG	Children can talk about ways to keep healthy and safe. They work as part of a group/class and follow the rules.
	Managing Feelings and Behaviour	Characteristics of Effective Learning	Playing and Exploring: Curiosity, senses, asking, seeking challenge, pretending, representing, risk-taking. Active Learning: Engaged, energy, motivated, trying, focusing, persevering. Creating and Thinking Critically: Choosing, thinking, deciding, creating, reviewing, adapting, making links.
Exploring Emotions	Managing Feelings and Behaviour	30-50 Months	Aware of own feelings and knows some actions and words can hurt others' feelings. Demonstrates friendly behaviour, initiating conversations. *Develop appropriate ways of being assertive. *Talk with others to solve conflicts. *Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. *Understand gradually how others might be feeling.
	Making Relationships	40-60+ Months	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Initiates conversations, attends to and takes account of what others say. *Express their feelings and consider the feelings of others.
	Making Relationships	ELG	Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
	Making Relationships	Characteristics of Effective Learning	Playing and Exploring: Curiosity, senses, asking, seeking challenge, pretending, representing, risk-taking. Active Learning: Engaged, energy, motivated, trying, focusing, persevering. Creating and Thinking Critically: Choosing, thinking, deciding, creating, reviewing, adapting, making links.
Being Healthy	Health and Self-Care	30-50 Months	Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. *Start eating independently and learning how to use a knife and fork. *Make healthy choices about food, drink, activity and toothbrushing.

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			Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. *Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
		40-60+ Months	Eats a healthy range of foods. Understands the need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping, tooth brushing, screen time and hygiene can contribute to good health. *Manage their own needs- Personal Hygiene.
		ELG	Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Characteristics of Effective Learning	Playing and Exploring: Initiates, curiosity, interest, explores, represents senses, engaging, independence. Active Learning: Trying, enjoying, being involved, challenging, pride, independence, confidence, persistence. Creating and Thinking Critically: Planning, deciding, choosing, problem-solving, testing, reviewing, grouping, sequencing, notices patterns, cause and effect, making link
Growing Up	Understanding the world	30-50 Months	Shows confidence in asking adults for help. Developing an understanding of growth and changes over time. Shows care and concern for living things. Beginning to accept the needs of others and can take turns and share resources, sometimes with support from others.
		40-60+ Months	Confident to speak to others about own needs, wants, interests and opinions. Looks closely at similarities, differences, patterns and change. Understand that their own actions affect other people.
		ELG	Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
		Characteristics of Effective Learning	Playing and Exploring: Initiating play, engaging, representing, delight, challenge. Active Learning: Satisfied, fascinated, perseverance, motivation. Creating and Thinking Critically: Developing ideas, making links, knowing and deciding when to ask for help, recognising patterns.
Changes	Understanding the world	30-50 Months	Talks about why things happen and how things work. Can usually adapt behaviour to different events, social situations and changes in routine.
		40-60+ Months	Looks closely at similarities, differences, patterns and change. Can begin to adapt and problem solve in different situations.
		ELG	They can talk about changes. They adjust their behaviour to different situations and take changes of routine in their stride.

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		Characteristics of Effective Learning	Playing and Exploring: Curiosity, senses, initiating, asking, seeking, delight. Active Learning: Focusing, concentrating, trying, enjoying, persisting, fascinating, resilience. Creating and Thinking Critically: Choosing, deciding, planning, predicting, thinking testing, reviewing, making links, patterns.
Bullying Matters	Managing Feelings & Behaviour People and Communities	30-50 Months	Aware of own feelings and knows some actions and words can hurt others' feelings. Knows some of the things that make them unique, and can talk about the similarities and differences in relation to friends or family. *Find solutions to conflicts and rivalries.
		40-60+ Months	Understands that own actions affect other people. Initiates conversations, attends to and takes account of what others say.
		ELG	They know about similarities and differences between themselves and others, and among families, communities and traditions.
		Characteristics of Effective Learning	Playing and Exploring: Curiosity, initiating, engaging, seeking, risk-taking, empathy, self-confidence, self-esteem. Active Learning: Energy, choice, trying, effort, motivation, self-control, challenging, resilience, co-operation, satisfaction. Creating and Thinking Critically: Thinking, problem solving, strategies, planning, reviewing, deciding, evaluating.
Being Me	Self-Confidence and Self-Awareness Making Relationships Communication and Language	30-50 Months	Welcomes and values praise for what they have done. Initiates play, offering cues to peers to join them. *Show more confidence in new social situations. *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. *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
		40-60+ Months	Can describe self in positive terms and talk about abilities. Initiates conversations, attends to and takes account of what others say. *See themselves as a valuable individual. *Show resilience and perseverance in the face of challenge.
		ELG	Children are confident to try new activities, and say why they like some activities more than others. They take account of one another's ideas about how to organise their activity. *Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Characteristics of Effective Learning	Playing and Exploring: Engagement, curiosity, exploring, representing, imagination. Active Learning: Involved, motivated, concentrating, energy, challenging, persevering, fascinated, enjoy, satisfied, proud, delight. Creating and Thinking Critically: Choosing, problem solving, thinking, planning, decision making, reviewing ideas, making links.

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Difference and Diversity	People and Communities	30-50 Months	Knows some of the things that make them unique and can talk about some of the similarities/differences in relation to friends/family. *Make connections between the features of their family and other families. *Notice differences between people Initiates play, offering cues to peers to join them. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows an interest in different occupations and ways of life. *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	Making Relationships	40-60+ Months	Initiates conversations, attends and takes account of what others say. Enjoys joining in with family customs and routines. *Continue developing positive attitudes about the differences between people. *Recognise that people have different beliefs and celebrate special times in different ways.
	The World	ELG	They know about similarities and differences between themselves and others, and among families, communities and traditions. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. * Talk about the lives of people around them and their roles in society.
		Characteristics of Effective Learning	Playing and Exploring: Acting out, exploring, curiosity. Active Learning: Involvement, independence, self-confidence. Creating and Thinking Critically: Imagination, decision making, risk taking, thinking, planning.
Being Responsible	The World	30-50 Months	Shows care and concern for living things and the environment. Demonstrates friendly behaviours. Shows understanding and cooperates with some boundaries and routines. *Increasingly follow rules, understanding why they are important. *Develop their sense of responsibility and membership of a community.
	Managing Feelings and Behaviour	40-60+ Months	Initiates conversations, attends and takes account what others say. Aware of boundaries and behaviour expectations. *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
	Making Relationships	ELG	Children play cooperatively, taking turns with others. They work as part of a group or class and understand and follow rules. *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. *Explain the reasons for rules, know right from wrong and try to behave accordingly. *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.
	Physical Development		

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		Characteristics of Effective Learning	Playing and Exploring: Curiosity, exploring, using senses, choosing, engaging, asking, representing, pretending. Active Learning: Choice, effort, motivation, persevering, resilience. Creating and Thinking Critically: Planning, checking, problem solving, reviewing, predicting, decision making, making links, planning.
Being Safe	PD: Health and Self-care	30-50 Months	Shows confidence in asking adults for help. Aware of own feelings.
		40-60+ Months	Confident to speak to others about own needs, wants, interests and opinions. Aware of the boundaries set and of behavioural expectations.
		ELG	They can say when they do or don't need help. Can talk about their own and other's behaviour and its consequences and know that some behaviour is unacceptable.
		Characteristics of Effective Learning	Playing and Exploring: Curiosity, acting out, engagement. Active Learning: Risk taking, independence, persistence. Creating and Thinking Critically: Testing, thinking, decision-making, planning, reviewing.
Relationships	Making Relationships The World	30-50 Months	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates play, offering cues to peers to join them. *Find solutions to conflicts and rivalries. *Become more outgoing with unfamiliar people, in the safe context of their setting. *Begin to make sense of their own life-story and family's history.
		40-60+ Months	Initiates conversation, attends to and takes account of what others say. Takes steps to resolve conflicts with other children e.g. finding a compromise. *Build constructive and respectful relationships. *Talk about members of their immediate family and community. *Name and describe people who are familiar to them.
		ELG	Take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. *Talk about the lives of people around them and their roles in society.
		Characteristics of Effective Learning	Playing and Exploring: Self-confidence, empathy, involvement. Active Learning: Curiosity, making links. Creating and Thinking Critically: Imagination, problem solving, evaluating.
Money Matters	Making Relationships	30-50 Months	Can play in a group, extending and elaborating play ideas, e.g. building up a role play activity with other children. Confident to talk to other children when playing, and will communicate freely about own home and community.
		40-60+ Months	Initiates conversations, attends to and takes account of what others say. Confident to speak to others about own needs, wants, interests and opinions.

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	Maths	30-50 Months	Uses some number names accurately in play.
		40-60+ Months	Counts objects to 10, and beginning to count beyond. 10.
		Characteristics of Effective Learning	Playing and Exploring: Making links, acting out, imagination. Active Learning: Having a go, testing, thinking. Creating and Thinking Critically: Decision making, planning, predicting, imagination.



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Please ensure skills and attributes from page one are also included within planning and the delivery of the curriculum.

*SMSC Links

PSHE Strand	Living in the wider world	Relationships	Health and Well-Being
Year One	Pupils will learn: Difference and Diversity- *L6- Recognising ways they are the same as and different to, other people. *L14- Identifying that everyone has different strengths. *L17- Discussing the strengths/interests someone might need to do different jobs. Being Responsible- * L1- Understanding what rules are and why different rules are needed for different situations. *L2- Recognising that people and other living things have different needs and understand the responsibilities of caring for them. *L3- Explaining things they can do to help look after their environment. <i>To learn what improves and harms their local, natural and built environments and about some of the ways people look after that.</i> *L5- Exploring and giving examples of the different roles and responsibilities people have in their community. <i>Understand that people and other living things have needs and that they have responsibilities to meet them.</i> <i>To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when</i>	Pupils will learn: Difference and Diversity- R2- Identifying people who love and care for us and what they do to help them feel cared for. *R3- Recognising that there are different types of families including those that may be different to their own. R4- Identifying common features of family life. *R22- Recognising how to treat themselves and others with respect; how to be polite and courteous. *R23- Recognising the ways in which they are the same/different to others. Being Responsible- * R25- Sharing opinions on things that matter to them. Bullying Matters- *R8- Recognising simple strategies to resolve arguments between friends positively. R9- Recognising how to ask for help if a friendship is making them feel unhappy. R10- Recognising that bodies/feelings can be hurt by words and actions. <i>To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond.</i> R11- Identifying how people may feel if they experience hurtful behaviour or bullying. R12- Understanding that hurtful behaviour (offline and online) is not acceptable. R12- Explaining how to report bullying and the importance of telling a trusted adult. R20- Identifying what to do if they feel worried.	Pupils will learn: Difference and Diversity- H21- Recognising what makes them special. *H22- Celebrating the ways in which we are all unique. Exploring Emotions- H11- Naming different feelings. H12- Explaining how to recognise different feelings. H13- Recognising that feelings can affect the way we think, feel and behave. H14- Talking about how to recognise what others might be feeling. H15- Recognising that not everyone feels the same about the same things. H16- Naming ways of sharing feelings and naming a range of words to describe feelings. H17- Talking about things that help people's mental/physical health. H18- Identifying ways to manage big feelings. <i>(Different things they can do to change their mood when they don't feel good).</i> H19- Recognising when they need help and understand how to ask for help. Being Healthy- H1- Identifying different ways to keep healthy. H2- Recognising foods that support good health; the risks of eating too much sugar. H3- Exploring how physical activity helps us to stay healthy and ways to be physically active every day. H4- Recognising why sleep is important and different ways to rest and relax. H5- Demonstrating simple hygiene routines that can stop germs from spreading.

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	they need their help, including dialling 999 in an emergency. Relationships- *L7- Explaining how the internet and devices can be used safely to communicate with others.	R21- Identifying what is kind and unkind behaviour. *R22- Recognising how to treat themselves and others with respect. R24- Playing, listening and working cooperatively. <i>To actively listen to others and follow instructions.</i> Relationships- *R1- Recognising the roles different people play in their lives. (e.g. acquaintances, friends, and relatives) R5- Understanding that it is important to tell someone if something about their family makes them unhappy or worried. R6- Understanding how people make friends and explain what makes a good friendship. R7- Recognising when they or someone else feels lonely and what to do that may help. R19- Explaining basic techniques for resisting pressure to do something they don't want to do.	H7- Exploring what good dental care is (how visiting the dentist and brushing teeth correctly can support dental health); identifying food and drink that supports dental health. H8- Describing different ways of keeping safe in the sun to reduce skin damage. H9- Recognising the importance of knowing when to take a break online/offline. Relationships- H14- Talking about how to recognise what others might be feeling. *H15- Recognising that not everyone feels the same about the same things.
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Year 1 PSHE Strand:	Being Healthy	Bullying Matters	Relationships	Difference and Diversity	Exploring Emotions	Being Responsible
Vocabulary	❖ Healthy ❖ Food choices ❖ Like ❖ Dislike ❖ Physical activity ❖ Choices ❖ Sleep ❖ Relaxation ❖ Personal hygiene ❖ Mood ❖ Germs ❖ Sugar ❖ Water ❖ Exercise ❖ Dental Care ❖ Parts of the body ❖ Sun Care ❖ Emotions ❖ Clean	❖ Bullying ❖ Behaviour ❖ Kind/Unkind ❖ listening ❖ co-operatively ❖ kind/unkind ❖ Wrong/right ❖ Resolve ❖ Arguments ❖ Cyberbullying ❖ Physical- bodies ❖ Mental- feelings ❖ Emotions ❖ Respect ❖ Equal ❖ Report ❖ Acceptable/unacceptable	❖ Relationships ❖ Family ❖ Friendship ❖ Resisting ❖ Pressure ❖ Community ❖ Kind/Unkind ❖ Right/Wrong ❖ Conflict ❖ Negotiation ❖ Special people ❖ Constructive feedback ❖ Agree/disagree ❖ Actions ❖ Similarities ❖ Differences	❖ Similarities ❖ Differences ❖ Express ❖ Kindness ❖ Fair/Unfair ❖ Equal ❖ Respect ❖ Special ❖ Interests ❖ Opinions ❖ Listening	❖ Feelings ❖ Behaviour ❖ Communication ❖ Managing ❖ Describe ❖ Emotions- happy, sad, angry etc. ❖ Express ❖ Strategies	❖ Responsibilities ❖ Rules ❖ Rights ❖ Environment ❖ Community ❖ Care ❖ Right/wrong ❖ Decisions ❖ Consequences ❖ Needs

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Please ensure skills and attributes from page one are also included within planning and the delivery of the curriculum.

*SMSC Links

PSHE Strand	Living in the wider world	Relationships	Health and Well-Being
Year Two	Pupils will learn: Being Safe- L8- Talking about the role of the internet in everyday life. L9- Identifying that not all information online is true. Being Me: *L4- Recognising the different groups they belong to. *L14- Identifying that everyone has different strengths. Money Matters- *L10. Understanding what money is, forms that money comes in and that money comes from different sources. <i>A basic understanding of enterprise: To learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving.</i> *L11. Recognising that people make different choices about how to save/spend money. <i>To learn about the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices.</i> *L12. Recognising the difference between needs and wants, that sometimes people may not always be able to have the things they want. *L13. Understanding how money can be looked after; different ways of doing this.	Pupils will learn: Being Safe- R14- Recognising that sometimes people may behave differently online, including by pretending to be someone they are not. R15- Responding safely to people online/offline. Growing up- R13- Recognising and understanding the importance of respecting privacy. R16- Identifying how to respond if physical contact makes them feel uncomfortable/unsafe. <i>To be able to judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond appropriately.</i> R17- Understanding that there are situations when they should ask for permission. R18- Recognising the importance of not keeping adults' secrets. <i>To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</i> R20- Identifying what to do if they feel unsafe/worried for themselves or others. *R23- Recognising the ways in which they are the same/different to others. Being Me: *R23- Recognising the ways in which they are the same and different to others. Recap from Year 1: -How their behaviour affects other people.	Pupils will learn: Being Safe- H28- Talking about rules and age restrictions that keep us safe. H29- Recognising risk and what action to take to minimise harm. <i>Knowing when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</i> H30- Describing how to keep safe at home. H32- Describing ways to keep safe in familiar/ unfamiliar environments; (e.g. beach, park, swimming pool, on the street) and how to cross the road safely). <i>To learn rules for, and ways of keeping, physically and emotionally safe - responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</i> H33- Talking about the people whose job it is to help keep us safe. H34- Explaining basic rules to keep safe online. H35- Understanding what to do if there is an accident and someone is hurt. H36- Demonstrating how to get help in an emergency; how to dial 999 and what to say. Growing up- H5- Identifying simple hygiene routines that can stop germs from spreading. H20- Identifying feelings associated with change/loss. H21- Recognising what makes them special. H22- Talking about the ways in which we are all unique. H25- Naming the main parts of the body including external genitalia including (vulva, vagina, penis, testicles.) H26- Explaining how people's needs change as they grow from young to old.

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- *L14. Identifying that everyone has different strengths.
- *L15. Understanding that jobs help people to earn money to pay for things.
- *L16. Identifying different jobs that people they know or people who work in the community do.
- *L17. Identifying the strengths/interests someone might need to do different jobs.

-To learn how to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help.

To understand how growing and changing brings more independence, new opportunities and responsibilities.

Being Me:

- *H21- Recognising what makes them special.
- *H22- Identifying the ways in which we are all unique.
- *H23- Identifying what they are good at, what they like and dislike.

Drug Education:

H1- Identifying what keeping healthy means and different ways to keep healthy. *The importance of physical, mental and emotional health and how to make simple choices about their own health and wellbeing. (Recognise what they like and dislike and how to make real informed choices, which can have good and not so good consequences).*

H5- Demonstrating simple hygiene routines that can stop germs from spreading.

H6- Understanding how medicines can help people to stay healthy.

H11- Naming different feelings.

H28- Talking about rules and age restrictions that keep us safe. *Can apply to describe ways of keeping safe in different situations (purely drugs related).*

H31- Understanding that household products (including medicines) can be harmful if not used correctly.

H33- Talking about the people whose job it is to help keep us safe.

H37- Understanding that things that people put into their body or on their skin can affect how people feel.

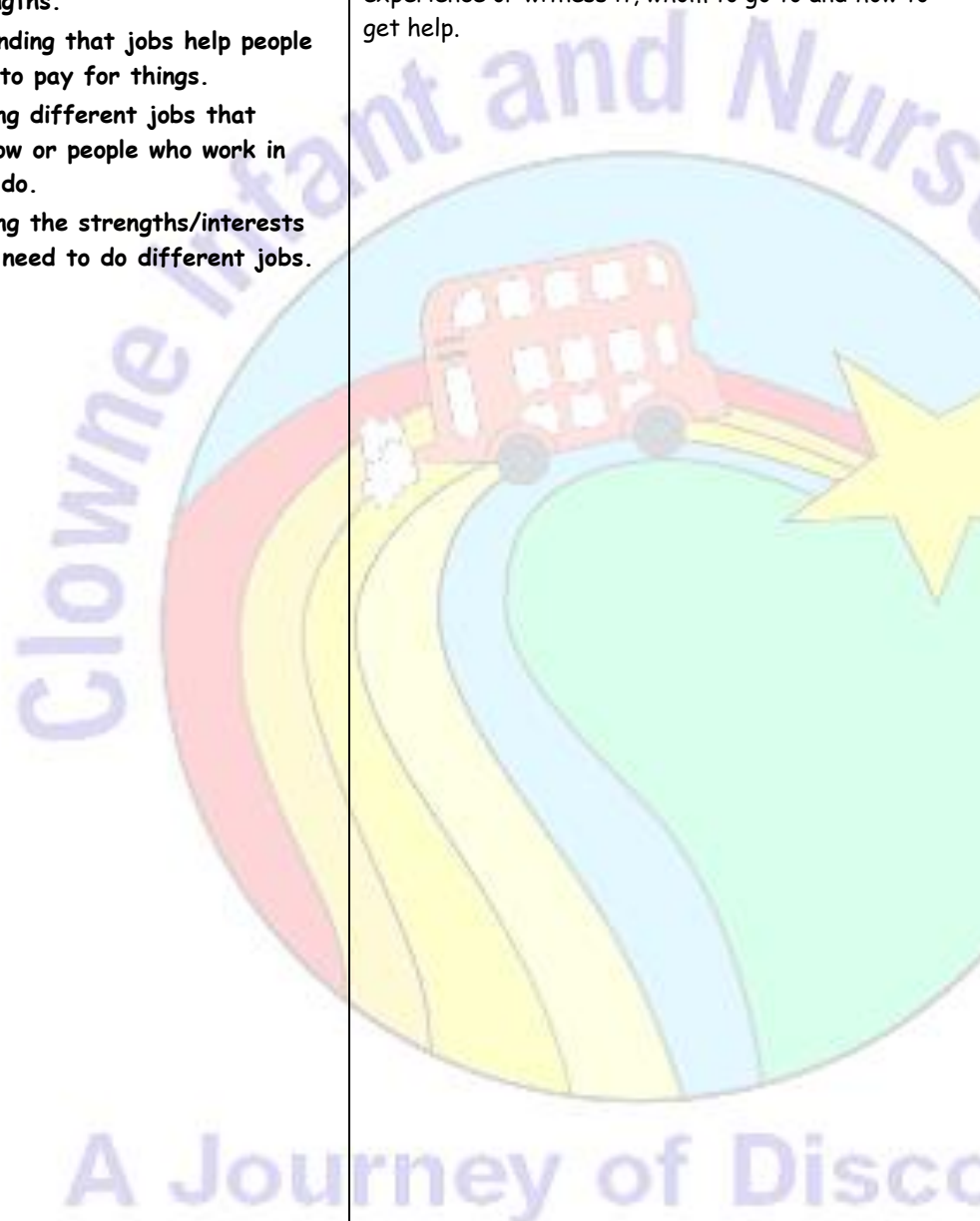
Changes-

H13- Recognising that feelings can affect the way we think, feel and behave.

H16- Recognising ways of sharing feelings.

H18- Identifying ways to manage big feelings. *(Different things they can do to change their mood when they don't feel good).*

H19- Recognising when we need help and understand how to ask for help.



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			Explain different ways family and friends care and support for one another. H20- Identifying feelings associated with change/loss and recognise what helps people to feel better. H24- Exploring how to manage when we find things difficult. H26- Explaining how people's needs change as they grow from young to old. H27- Explaining positive ways of preparing to move to a new class/year group.
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Year 2 PSHE Strand:	Being Me	Being Safe	Money Matters	Changes	Drug Education	Growing Up
Vocabulary	❖ Unique ❖ Special ❖ Groups ❖ Community ❖ Belonging ❖ Families ❖ Respect ❖ Similarities ❖ Differences ❖ Likes ❖ Dislikes ❖ Interests	❖ Rules ❖ Safety ❖ Online safety ❖ Road safety ❖ Fire safety ❖ Age Restrictions ❖ Situations ❖ Risks/Hazards ❖ Household Products ❖ Responsibility ❖ Privacy ❖ Passwords ❖ Adult Supervision ❖ Medicines ❖ Secrets ❖ Accident ❖ Emergency services	❖ Money ❖ Earning ❖ Spending ❖ Saving ❖ Safe ❖ Influences ❖ Coins ❖ Notes ❖ Bank ❖ Donate/share ❖ Profit ❖ Charity ❖ Cheque ❖ Jobs ❖ Strengths ❖ Talents	❖ Loss ❖ Change ❖ Feelings ❖ Managing ❖ Old ❖ Young ❖ Emotions ❖ Positive/negative attitudes ❖ Age ❖ Bodies ❖ Transition	❖ Physical ❖ Mental ❖ Emotional ❖ Health ❖ Informed choices ❖ Medicines ❖ Alternatives ❖ Sleep ❖ Exercise ❖ Harmful ❖ Household products ❖ Rules ❖ Safety ❖ Responsibility ❖ Bodies ❖ Vaccinations ❖ Prevent ❖ Illnesses ❖ Dangerous	❖ Young ❖ Old ❖ Growing ❖ Changing ❖ Independent ❖ Body parts-external genitalia ❖ Vagina ❖ Penis ❖ Male ❖ Female ❖ Safety ❖ Secrets ❖ Surprise ❖ Privacy ❖ Respect ❖ Similarities ❖ Differences ❖ Physical contact ❖ Unique ❖ Special ❖ Bodies ❖ Clean

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PSHE Matters Derbyshire KS1/KS2 Progression Tables

Drug Education Progression Table - Through the Drug Education module pupils will be able to...

KS1	LKS2	UKS2
Knowledge - Explore the role of medicines (use when we are ill/ prevent illness/ manage a condition.) - Understand that household products, including medicines, can be harmful if not used properly.	Knowledge - Describe the different purposes that medicines have. - Explain the importance of taking medicines correctly and using household products safely.	Knowledge - Understand that there are rules and laws surrounding the use of medicines, drugs and household products. - Reflect on the risks/effects that legal drugs common to everyday life can have on health.
Managing Risk - Explore that medicines come in different forms and are used in different ways. - Understand that things that people put into their body or on their skin can affect how they feel. - Talk about some simple rules for staying safe around medicines and other household substances/products. - Identify people that they can go to if they are ill, worried or to help them/others to stay healthy.	Managing Risk - Describe risk in relation to the use of medicines/household products, and suggest what action to take to help prevent or minimise harm. - Explore the possible risks and consequences of using/misusing legal drugs/ household products in everyday situations. - Identify a circle of support and how to ask for help. - Demonstrate what to do in an emergency situation.	Managing Risk - Describe some ways in which alcohol, tobacco and other substances can affect the body/decision making. - Explain why some substances are harmful for growing bodies. - Analyse mixed messages in the media relating and recognise how they might influence opinions/behaviour. - Identify a range of strategies to better manage situations involving peer influence/approval. - Research reliable sources of information/ support for children/adults affected by their own or someone else's drug use.

Bullying Matters Progression Table - Through the module Bullying Matters pupils will be able to ...

KS1	LKS2	UKS2
About Bullying - Explore what is bullying and what is not. - Recognise kind and unkind behaviour in themselves and others. - Identify that bodies and feelings can be hurt by words and actions. - Understand that hurtful behaviour is not acceptable.	About Bullying - Describe different types of bullying including the role of a bystander. - Recognise that our behaviour can affect others. - Identify how the body may react to unhappy or uncomfortable feelings. - Explain the consequences of hurtful/ bullying behaviour and understand neither are acceptable.	About Bullying - Explain what direct, indirect and cyberbullying means. - Identify when banter or other behaviour becomes unkind. - Analyse ways to identify and manage uncomfortable feelings online/offline. - Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it.
Strategies and Support - Explore simple strategies to resolve arguments between friends. - Understand how to report bullying and who they can talk to.	Strategies and Support - Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline. - Recognise the importance of seeking support and identify how they might do this.	Strategies and Support - Identify positive strategies that may help to resolve disputes in friendships. - Describe some barriers to accessing support. - Recognise the importance of seeking support if feeling lonely, excluded or unsafe.

Being Responsible Progression Table - Through the Being Responsible module pupils will be able to...

KS1	LKS2	UKS2
Rules and Responsibilities - Understand what a rule is and that we follow rules to help each other. - Understands that rules need be fair. - Give examples of rules from different situations. Identify simple responsibilities they have. - Describe some simple ways to manage waste.	Rules and Responsibilities - Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them. - Describe some basic human rights. - Understand that rights come with responsibilities. - Describe what climate change is and some ways we can all help to reduce the effects.	Rules and Responsibilities - Explore how law protects our rights and how to respond respectfully if something is not within the law. - Recognise that human rights are there to protect everyone. - Understand the relationship between rights and responsibilities, providing examples. - Explain the importance of protecting the environment and set personal everyday actions.
Community and Care - Recognise that people have different needs. - Describe some ways to care for people, animals and other living things.	Community and Care - Explore what is meant by a community and the differences between needs and wants within a community. - Explore and identify the welfare needs of animals and humans.	Community and Care - Recognise how we can support others within a community. - Identify diversity within a community and explore how we can celebrate this. - Recognise the importance of having compassion towards others and explain how to show care and concern.

Diversity Matters Progression Table - Through the module Diversity matters pupils will be able to ...

KS1	LKS2	UKS2
Similarities and Differences - Recognise ways they are the same as and different to others. - Talk about some ways that they are special. - Express their thought and opinions and recognise that others can be different.	Similarities and Differences - Discuss a range of the similarities/ differences between people. - Explore what contributes to who we are. - Listen actively to others' views and explore how they are the similar or different to their own.	Similarities and Differences - Reflect on diversity and what it means; the benefits of living in a diverse community. - Recognise their individuality and identify their personal qualities. - Understand that their views and opinions come from their different backgrounds and experiences. - Model how to discuss or debate respectfully.
Respecting Others - Talk about some ways to treat themselves and others with kindness. - Know what it means if something is fair or unfair.	Respecting Others - Recognise the importance of self-respect and demonstrate ways to respect others. - Recognise and challenge stereotypes. - Explain the concept of being equal.	Respecting Others - Explain the importance of having respect and compassion for self and others. - Recognise how stereotypes are perpetuated and have some strategies to challenge positively. - Identify different types of discrimination and recognise the impact they can have. - Understand that there are laws about discrimination so that we can live in a fair society.

Progression of knowledge and skills in PSHE

Relationships Matters Progression Table - Through the Relationships Matters module pupils will be able to...

KS1	LKS2	UKS2
Friendships	Friendships	Friendships
- Explain what makes a good friend/friendship. - Talk about some ways to make friends. - Explain basic techniques for resisting pressure. - Recognise kind and unkind behaviour. - Name the special people in their lives. - Resolve conflict in simple ways e.g. choosing to share, take turns, etc. - Tell someone if you are worried about something in a relationship/family.	- Identify what makes a positive healthy or unhealthy friendship. - Identifying strategies to build friendships. - Understand the difference between persuasion, influence and pressure. - Explain how kindness can support wellbeing. - Recognise there are different types of relationships. - Explain what can cause arguments with friends and describe some ways to resolve them. - Recognise the importance of asking for help if we feel worried, lonely or excluded.	- Reflect on what the qualities of a good friendship/relationship are and are not. - Identify and apply strategies that support healthy friendships. Use strategies to manage peer influence and the need for peer approval. - Explore what a loving caring relationship means. - Understand what marriage and civil partnership means. - Understand that forced marriage is a crime. - Use strategies to positively resolve disputes and reconcile differences in friendships. - Explain when and how to seek advice if family, friendship or relationships make them unhappy through a range of options.
Families	Families	Families
- Talk about some ways that their family is the same or different to others. - Describe some things they enjoy doing with their family and how it makes them feel.	- Recognise that there are different types of family structures. - Explain what it means to be part of a family.	- Explore and respect that there are different family structures in society. - Reflect on how being part of a family provides stability and love.

Changes Progression Table - Through the Changes module pupils will be able to...

KS1	LKS2	UKS2
About Loss and Change	About Loss and Change	About Loss and Change
- Identify examples of loss and change. - Begin to recognise that loss and change can affect the way we think, feel and behave. - Understand that changes can produce big feelings.	- Recognise that loss/change are a normal part of life. - Describe how change and loss, can affect feelings, thoughts and behaviours. - Recognise that feelings associated with loss/change can change over time and range in intensity.	- Explore that loss, bereavement and change are part of the human life cycle. - Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone. - Recognise that internal conflicting emotions can be normal when dealing with loss and change.
Managing Loss and Change	Managing Loss and Change	Managing Loss and Change
- Identify feelings associated with loss and change. - Recognise some simple ways to prepare for change/transition. - Identifying different things that may help to manage big feelings. - Talk about some ways to help others when they are affected by change. - Know that it is important to talk to someone if you are worried. - Identify people who can help us if we feel worried/unhappy.	- Use a varied vocabulary when talking about feelings associated with loss and change. - Identify self-help strategies and the importance of support when preparing for change/transitions. - Describe everyday things that affect feelings and understand the importance of expressing feelings. - Develop some ways of responding to others and showing support if they are affected by loss/change. - Know why it is important to talk about our feelings and not bottle them up. - Know who to talk to if you are worried or have strong feelings.	- Describe a range of emotions and intensities associated with loss and change. - Identify problem solving strategies to manage transitions between classes and key stages. - Identify strategies to respond to feelings, including intense or conflicting feelings. - Recognising the signs when someone may be struggling and understand how to seek support. - Explore some barriers to asking for help and some ways to address them. - Know who to talk to and where to go for help.

Being Safe Progression Table - Through the module Being Safe pupils will be able to ...

KS1	LKS2	UKS2
Keeping Safe	Keeping Safe	Keeping Safe
- 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 passwords and the importance of adult supervision. - Talk about examples of rules and age restrictions that are there to keep them safe. - Identifying possible risks/hazards in the home and outside. - Explore how to keep safe and reduce risks at home and in their local environment.	- 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. - Identifying situations where age restrictions apply. - Identify and assess risk online/offline. (Including in the home and when playing out). - Discuss ways to reduce risks at home and in the local environment in order to stay safe.	- 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. - Explain reasons for age restrictions/regulations. - Predict, assess and manage risks online and offline. (Including road and water safety). - Explore how the pressure/excitement in the moment can affect how we manage risk.
First Aid	First Aid	First Aid
- Recognises what to do if there is an accident and someone gets hurt. Know to keep themselves safe first. - Demonstrate how to ask for help including calling 999.	- Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/stings. - Identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency.	- Identify hazards that may cause injury. Demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking. - Explain how to respond in an emergency, including when and how to contact different emergency services.

Being Me Progression Table - Through the Being Me module pupils will be able to...

KS1	LKS2	UKS2
Being Unique and Special	Being Unique and Special	Being Unique and Special
- Recognise and share facts about themselves. - Identify their likes and dislikes and what they are good at. - Talk about some ways that they are special.	- Explore what contributes to who we are. - Identify and talk about their own strengths and interests. - Recognise what makes them unique and understands that being different is something to celebrate.	- Identify a range of factors that what contributes to our identity. - Express their talents and strengths with confidence. Set goals for how they would like to develop them. - Explain ways in which they respect and value other people's differences.
Understanding Similarities and Differences	Understanding Similarities and Differences	Understanding Similarities and Differences
- Recognise how friends can have both similarities and differences. - Show some simple ways to respect and celebrate other's differences.	- Identify visible/invisible differences between people. - Explain why it is important to respect and celebrate the differences and similarities between people.	- Respect the differences and similarities between people. - Reflect on how discrimination and our own behaviour can affect others.
Being Part of a Community	Being Part of a Community	Being Unique and Special
- Name some groups that they belong to. - Talk about how being part of a group makes them feel.	- Identify the different groups that make up their community. - Recognise that they belong to different communities as well as the school community. - Describe what is positive about their community and how it supports them.	- Explain some of the benefits of communities. - Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities. - Explore how shared events and experiences can create a stronger community.

Progression of knowledge and skills in PSHE

Money Matters Progression Table - Through the module Money Matters pupils will be able to ...

KS1	LKS2	UKS2
Economic Wellbeing	Economic Wellbeing	Economic Wellbeing
- Understand what money is and its different forms. - Describe some ways money can be looked after. - Recognise that people make different choices about how to spend/save money. - Talk about some things we all need and some things we want but don't need.	- Explain some different ways to pay for things. - Explain some different ways to keep track of money. - Identify that people have different attitudes towards saving/spending. - Recognise that people make spending decisions based on needs, wants and priorities. - Identifying the ways that money can impact on people's feelings. - Recognise that people's spending decisions can affect others and the environment.	- Understand what a bank account is and how this is linked to payment. - Understand the risks associated with money and ways of keeping money safe - Identify the risks involved in gambling activities. - Explain some ways to get help if they are concerned about gambling or other financial risks. - Reflect on the role that money plays in people's lives, attitudes towards it and what influences decisions about spending and saving. - Identify the impact that having or not having money can have on a person's wellbeing. - Explain some ways that money is/can be distributed to benefit the community.
Work, Aspirations and Careers	Work, Aspirations and Careers	Work, Aspirations and Careers
- Know that everyone has different strengths and talents, in and out of school. - Name some different jobs that people do.	- Recognise positive things about themselves and their achievements. - Identify some of the skills that may help them in their future careers.	- Identify how skills can help them with their future career. - Identify jobs that they might like to do in the future. - Discuss their views on how or why someone may or may not choose a certain career. - Recognise a variety of routes into careers. - Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations.

Growing Up Progression Table - Through the module Growing Up pupils will be able to ...

KS1	LKS2	UKS2
Growing and Changing	Growing and Changing	Growing and Changing
- Name the main parts of the body including vagina and penis. - Recognising the difference between male and female body parts. - Understand the human life cycle and that people grow from young to old. - Describe ways that people's needs and bodies change as they grow. - Talk about some ways to keep clean. - Understand that babies grow in the mothers' body and have particular needs when they are born. - Recognise what makes them special and unique.	- Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries. - Understand the processes of reproduction and birth as part of the human life cycle – that babies start from an egg and sperm. - Explore physical and emotional changes that happen during puberty. - Explain how daily hygiene helps to reduce the spread of infection. - Explain how adults care for a baby during and after pregnancy. - Recognising that individuality and personal qualities contributes to who we are.	- Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. - Explain the how babies are conceived, born and cared for. - Identify the physical and emotional changes that happen when approaching/during puberty. - Know some key facts about menstruation. - Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing. - Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life. - Identify and value personal strengths, skills, achievements and interests.
Privacy, Boundaries and Consent	Privacy, Boundaries and Consent	Privacy, Boundaries and Consent
- Understand that some parts of the body are private. - Identify different types of touch and how they make people feel. - Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help.	- Explain what is meant by privacy and personal boundaries. - Recognise uncomfortable/comfortable behaviour online/offline. - Know when it is right to break or keep a confidence or share a secret. Know how to ask for help.	- Understand what consent means and how to seek and give/not give permission in different situations. - Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations. - Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help.

A Journey of Discovery

Progression of knowledge and skills in PSHE

Being Healthy Progression Table - Through the Being Healthy module pupils will be able to...

KS1	LKS2	UKS2
Factors of a Healthy Lifestyle	Factors of a Healthy Lifestyle	Factors of a Healthy Lifestyle
- Explore what 'being healthy' means and why it is important. - Understand that food is necessary to keep our bodies healthy. - Identify that food choices can vary for families/cultures. - Name/describe different physical activities and identify ones they enjoy. - Explain how physical activity can help us to stay healthy. - Understand that sleep and relaxation are important for growing and keeping healthy. - Talk about healthy ways to feel good, calm down or change their mood.	- Explain what a healthy lifestyle is and why it is important. - Understand what a healthy, balanced diet may include. - Understand what an informed choice is. - Identify opportunities for physical activity within their everyday lives. - Describe some consequences of being physically inactive, on the mind and body. - Identify routines that support good quality sleep. - Explore strategies and behaviours that support mental health.	- Identify things that can affect someone's physical/mental health. - Explain what constitutes a healthy diet and the risks associated with not having one. - Reflect on what may influence our choices to have a balanced lifestyle. - Identify what good physical health means and how to seek help if they are worried about their health. - Recognise habits that can have both positive/negative effects on a healthy lifestyle. - Understand routines/strategies that support good quality sleep; the effects of lack of sleep. - Identify strategies and behaviours that support mental health.
Hygiene, Health and Prevention	Hygiene, Health and Prevention	Hygiene, Health and Prevention
- Demonstrate how to brush teeth. - Explain what good dental care is understanding the foods/drinks that support it. - Demonstrate simple hygiene routines that stop germs from spreading. - Begin to recognise different ways of staying healthy in the sun. - Understand what it means to take a break and how this is important for our health.	- Explain what good dental health means, including how to brush and floss. - Identify the effects of different foods/drinks on the teeth. - Identify the everyday hygiene routines that can limit the spread of infection. - Identify the benefits/risks of sun exposure. - Describe how the five ways to wellbeing can be used as a tool to help keep a healthy balance.	- Identify the everyday routines that improve dental health. - Identify the everyday routines/habits that can limit the spread of infection. - Understand the wider importance of personal hygiene and how to maintain it. - Explain how to keep safe from sun damage and reduce the risk of skin cancer. - Identify the benefits of the internet and strategies for managing/balancing time online/offline.

Exploring Emotions Progression Table - Through the module Exploring Emotions pupils will be able to ...

KS1	LKS2	UKS2
Exploring Emotions	Exploring Emotions	Exploring Emotions
- Name a range of words to describe feelings. - Understand that all feelings are ok. - Understand that feelings can affect how our bodies feel and behave.	- Use a wider vocabulary to describe how they feel. - Describe feelings that can be comfortable/uncomfortable. - Recognise that feelings can differ in intensity.	- Use a varied vocabulary when talking about feelings. - Understand that sometimes we can have conflicting feelings. - Explain that feelings can change over time and range in intensity.
Recognising Emotions	Recognising Emotions	Recognising Emotions
- Explore how to recognise different feelings. - Talk about how we recognise what others might be feeling. - Understand that not everyone feels the same about the same things.	- Explore how everyday things can affect how we think, feel and behave. - Describe what supports good mental/physical health. - Identify that not everyone feels the same about the same things.	- Understand that feelings can impact our mental and physical health. - Recognise the importance of taking care of mental health and wellbeing. - Discuss the signs that someone may be struggling with their mental health.
Managing Emotions	Managing Emotions	Managing Emotions
- Talk about ways to manage big and uncomfortable feelings. - Identify who they can ask for help and can demonstrate how to ask for help.	- Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings. - Understand the importance of not bottling up how you are feeling. - Understand the importance of asking for help if feelings become too uncomfortable. - Explain how they can access help.	- Identify strategies that they could use to respond to feelings, including conflicting feelings. - Record strategies and behaviours that support mental health and wellbeing. - Explain how to seek support for themselves and others.

A Journey of Discovery