

Skills and knowledge components: Progression document building from previous year's learning

PSHE/RSHE

EYFS Framework KS1 Brook Learn Cornwall Sullabus

Core theme		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Core theme	Healthy	Maintain a healthy	Make healthy choices.	Eat a balanced diet.	Make choices to	Recognise what	Recognise how images
Health and	Lifestyles	body.	Describe my feelings to	Identify habits and	make a balanced	positively and negative	in the media do not
		Maintain my personal	others.	why they can be	lifestyle.	affects health and	always reflect reality.
well being		hygiene.	Use simple strategies for	hard to change.	Keep myself safe	wellbeing.	Recognise images in the
		Develop simple skills	managing my feelings.		around commonly	Make informed	media can affect how
Pupils should be		to help prevent diseases spreading.			available substances	choices.	people feel about
taught:		uiseases spieauilig.			and drugs	Maintain and explain a	themselves.
1. what is meant by a					Follow simple	healthy lifestyle.	Identify the risks and
healthy lifestyle					routines to reduce	Recognise what might	effects of drugs.
					the spread of	influence my choices.	
2. how to maintain	Crowing	Recognise and	Recognise what I am	Recognise what I am	bacteria and viruses. Recognise what I am	Reflect on and	Reflect on and celebrate
physical, mental and	Growing	celebrate my	good at.	good at and set	good at and set	celebrate my	my achievements.
emotional health and	and Changing	strengths and set	•	U	goals.	achievements.	Confidently identify my
wellbeing	Changing	simple but	Set goals.	goals.	0		, , ,
3. how to manage		challenging goals.	Name the main parts of the body and explain	Describe my	Reflect on changes that happen in life	Identify my strengths	strengths.
risks to physical and		Explain change and	how these change over	feelings.	and identify the	and areas for	Accurately identify areas
emotional health and		loss and the	time.	Recognise conflicting feelings	feelings associated	improvement.	for improvement.
wellbeing		associated feelings.		and manage them.	with change.	Set high aspirations	Set high aspirations and goals.
						and goals. Recognise feelings and	50013.
 ways of keeping physically and 						5 5	
emotionally safe						explain their range	
children any sure						and intensity to others.	
5. about managing							
change, including						Listen to and	
puberty, transition						overcome conflicting	
and loss						emotions.	
						Use strategies to cope with change, including	
						transitions, loss,	

Subject Non- Negotiables –

Skills and knowledge components:

 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing 	Keeping Safe	Make sure I am safe from household products, including	Keep safe in different situations. Ask for help if I am	Follow school rules about health and safety.	Keep safe in my local area and online.	separation, divorce and bereavement. Keep physically and emotionally safe including road safety	Differentiate between risk, danger and hazard. Recognise, predict and
		medicines. Recognise people who look after me, my family networks, who to go to if I am worried and how to attract their attention. Help the people who look after me to more easily protect me. Know how to ask for help if I am worried about something. Keep myself safe and others safe. I know that I do not need to keep secrets.	worried about something. Keep things private and respect others' privacy.	Follow basic emergency procedures. Find people to help me stay healthy and safe.	Protect my personal information. Explain what is appropriate to ask for or share. Identify people who help me stay healthy and safe and know who to talk to if I feel uncomfortable or at risk.	and safety in the environment. Keep safe online. Protect my personal information. Use mobile phones responsibly, including safe keeping and safe user habits.	Recognise, predict and assess risks in different situations and decide how to manage them responsibility. Undertake increasing responsibility. Resist pressures linked to behaving in unacceptable, unhealthy or risky ways. Recognise when I need to ask for help. Explain my right to protect my body and the law linked to contact and abuse. Recognise people who are responsible for keeping me healthy and

Subject Non- Negotiables -

Skills and knowledge components:

							safe and how help them with this.
Core theme Relationships Pupils should be taught: 1. how to develop and maintain a variety of healthy relationships, within a range of	Feelings and Emotions	Recognise feelings in myself and in others. Share my feelings.	Recognise what is fair and unfair, kind and unkind, and right and wrong. Respond correctly when people are being unkind to me or others. Recognise when my body or feelings are hurt or when others are hurt.	Recognise feelings in others. Respond to how others are feeling.	Explain when I should not agree to keep something confidential or a secret. Recognise and manage dares.	Recognise and respond appropriately to a wider range of feelings in others.	Understand confidentiality. I know when to break a confidence. Manage dares.
social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships.	Valuing Differenc e	Respect similarities and differences in others. Share my views and ideas.	Respect similarities and differences in others. Share my views and ideas with individuals and with the whole class.	Recognise discrimination, teasing, bullying and aggressive behaviours. Get help if I experience or witness teasing or bullying.	Listen and respond respectfully to a wide range of people. Be confident enough to raise my own concerns. Recognise and care about other people's feelings and respect, and constructively challenge if necessary, their points of view.	Listen and respond respectfully and fully to a wide range of people. Be confident when raising my concerns and raise them considerately. Recognise and care about other people's feelings and respond to them appropriately. Try to see, respect and if necessary constructively challenge, their points of view regularly.	Listen and respond respectfully and fully to a wide range of people. Be confident when raising my concerns and raise them considerately. Try to see, respect and if necessary constructively challenge, their points of view regularly. Recognise and challenge stereotypes. Identify the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. I know how to challenge bullying and abuse in all its forms.

Subject Non- Negotiables –

Skills and knowledge components:

Healthy	Identify my special	Listen to other people	Maintain positive	Judge what kind of	Recognise how my	Maintain positive and
Relations	people and explain	and play and work	healthy	physical contact is	actions affect	healthy relationships.
hips	what makes them	cooperatively.	relationships.	acceptable or	themselves and others	Recognise when a
	special.	Resolve simple	Explain different	unacceptable and I	and begin to consider	relationship is unhealthy
	Care for others.	arguments.	types of	know how to	my actions as a result.	and know who to talk to
		Judge what kind of	relationships.	respond.	Work collaboratively	for support.
		physical contact is	Work	Develop strategies	towards shared goals.	Identify healthy types of
		acceptable, comfortable,	collaboratively	to solve disputes	Solve disputes and	relationships.
		unacceptable and	towards shared	and conflict through	conflict through	Judge what kind of
		uncomfortable and how	goals.	negation and	negotiation and	physical contact is
		to respond.	800.01	appropriate	appropriate	acceptable or
		Get help if I experience		compromise.	compromise.	unacceptable and how
		or witness teasing or		Begin to give rich	Give rich and	to respond.
		bullying.		and constructive	constructive feedback	Recognise and respect
				feedback.	and support to benefit	personal boundaries and
				Understand how my	others as well as	everyone's right to
				body will, and that	myself.	privacy.
				my emotions may,	,	Identify how my body
				change as I		and emotions may
				approach and move		change through puberty.
				through		Explain human
				puberty.		reproduction.

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Subject Non- Negotiables –

Skills and knowledge components:

Core theme Living in the wider worldRight Responsibil tiesContribute to the life of the classroom and school.Respect my needs and the needs of others. I know who the special people in my community are and know how to ontact those people including dialing 999 in an emergency.Discuss and debate health and wellbeing issues. Contribute to the community.Research, discuss and debate topical issues, problems and events that are important to me.Research, discuss and debate topical issues, problems and events that are important to me.Research, discuss and debate topical issues, problems and events that are important to me.Research, discuss and debate topical issues, problems and events that are important to me.Research, discuss and debate topical issues, problems and events that are important to me.1 about respect for self and thifters and there has never be and twill rever be and twill rever be and thifter me'. Explain the ways in which He we are the same as all other people and what we have in common with everyone else.Respect my needs and the information.Discuss and debate health and wellbeing issues. The same same be and there people including dialling 999 in an emergency.Appreciate to the community.Respect my needs and that are important to me.2. about rights and responsibilities as members of families other groups and communitiesRespect my needs and the were needs and explain my hich is important to do so.Respect my needs and the media and explain well is important to do so.3. about different groups and communitiesAppreciate and	Coursethermon	Rights	Contribute to the life	Respect my needs and	Discuss and debate	Appreciate	Research, discuss and	Research, discuss and
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Subject Non- Negotiables -

St.Meriadoc Skills and knowledge components:

 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. how money plays an important part in people's lives 8. a basic understanding of enterprise. 	Environm ent	Develop strategies and skills needed to care for environments (including conserving energy).	Look after the local environment (including conserving energy).	Exercise my responsibilities, rights and duties in the community and towards the environment.	Discuss how resources are allocated and the effect of allocation. Understand sustainability of the environment.	Exercise my responsibilities, rights and duties at home, at school, in the community and towards the environment.	Explain resource allocation and the impact of these choices at an individual, community and global level.
	Money	Understand money, including the concepts of spending and saving. Understand the difference between spending and saving money.	Save and spend money. Make choices and keep track of money spent/saved.	Develop enterprise skills.	Explain the role of money. Manage money, including saving and budgeting. Develop my understanding of interest and loans.	Recognise the role money plays in my own and others' lives. Manage my money. Be a critical consumer. Discuss loans, interest, debt and tax.	Develop my enterprising skills.

Subject Non- Negotiables -

St.Meriadoc Skills and knowledge components:

General knowledge and SMSC	School values Use imagination and creativity in learning Understand own heritage Mutual respect	School and own values Responsibility for behaviour choices Distinguish between right and wrong Willingness to reflect on experiences Use a rage of social skills Understand the heritage of others	School and own values Understand how to contribute positively to those around us Apply understanding of right and wrong to own lives Use a range of social skills in different contexts Understand and appreciate a range of different cultures	Values of others Understand how to contribute to school and the local community Recognise legal boundaries in the law Participate in a variety of communities Participate in and respond to a range of opportunities	Values of others Understand how to contribute to society Be reflective on own beliefs Show initiative Understand consequences of behaviour and actions Volunteer and cooperate well with others Explore and understand different faiths and cultural diversity Democracy	Further tolerance and understanding of different cultural traditions Investigate and offer reasoned views about moral and ethical issues Understand and appreciate the viewpoints of others Resolve conflicts effectively Accept, respect and celebrate diversity locally, nationally and globally Democracy
British Values	Mutuarrespect	Mutual respect	Mutual respect Rule of Law Individual liberty	Mutual respect Rule of Law Individual liberty	Mutual respect Rule of Law Individual liberty Participate fully in and contribute positively to life in modern Britain	Mutual respect Rule of Law Individual liberty Participate fully in and contribute positively to life in modern Britain
Vocabulary	Contribute Share Environment Money Strengths Goals Feelings Same and different	Needs Community Conserving energy Spend and save Healthy choices Manage feelings Safety Privacy Fair and unfair Right and wrong Respond Similarities and differences Bullying	Health Wellbeing Roles in the community Rights and responsibilities Environment Enterprise Balanced diet Emergency Discrimination Relationships Collaboration	Diversity Resource allocation Sustainability Budgeting Balanced lifestyle Reflect Protect Confidential Physical contact Disputes and conflict	Rules and laws Democracy Differences Wellbeing influences Duties Loans, interest, tax Point of view Achievements Aspirations Considerate Constructive feedback	Recommendations Media Resource allocation Global Reality Risk, danger and hazard Enterprise Confidentiality Stereotypes Pressures Personal boundaries Puberty