

Progression of Knowledge - PSHE/RSE

2026-2027

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stages 1 & 2	Unit: Our Happy School	Unit: Focus on special people and Anti-bullying	Unit: Healthy eating and hygiene	Unit: Physical health and wellbeing	Unit Growing and changing	Unit: Keeping Myself Safe
National Curriculum and Assessment	<i>I understand how it feels to belong and that we are similar and different</i> <i>I have started to recognise and manage my feelings</i> <i>I enjoy working with others to make school a good place to be</i> <i>I understand why</i>	<i>I have identified something I am good at and understand everyone is good at different things</i> <i>I understand that being different makes us all special</i> <i>I know we are all different but the same in some ways</i> <i>I know how to be a kind friend</i> <i>I am starting to understand the impact of unkind words</i>	<i>· I know the benefits of an active lifestyle.</i> <i>· I can talk about dental health and the benefits of good oral hygiene</i> <i>· I can tell you about personal hygiene</i>	<i>I understand how moving and resting are good for my body</i> <i>I know which foods are healthy and not so healthy</i> <i>I know how to help myself go to sleep and understand why sleep is good for me</i> <i>I am able to wash my hands</i>	<i>· I am able to name parts of the body</i> <i>I understand that we all grow from babies to adults</i> <i>I have identified some of the jobs I do in my family and how I feel like I belong</i>	<i>I know what a stranger is and how to stay safe if a stranger approaches me</i> <i>I am beginning to understand who are my special people (trusted adults) inside and outside of school</i>

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	<i>it is good to be kind and use gentle hands</i> <i>I am learning what being responsible means</i> <i>- I can begin to identify my own emotions and use our Zones of Regulation appropriately</i>	<i>I know which words to use to stand up for myself when someone says or does something unkind</i>		<i>thoroughly and understand why this is important especially before I eat and after I go to the toilet</i>		

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Year 1 AU	Unit: Our Happy School	Unit: Our Special people	Unit: Healthy eating and hygiene	Unit: Mental health and wellbeing	Unit Growing and changing	Unit: Keeping Myself Safe

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<i>National Curriculum and Assessment</i>	<i>I know that Isolation and loneliness can affect children</i> <i>I know that others' families, either in school or in the wider world.</i> <i>I respect those differences</i> <i>· I know that healthy friendships are positive and welcoming</i> <i>- I can identify my own emotions and use our Zones of Regulation appropriately</i>	<i>· I know that families are important for children growing up</i> <i>· I know how to recognise if family relationships are making them feel unhappy or unsafe</i> <i>· I know the importance of self-respect and how this links to their own happiness.</i> <i>I have identified what being a good friend means to me</i> <i>I know appropriate ways of physical contact to greet my friends</i>	<i>· I know the benefits of an active lifestyle.</i> <i>· I can talk about oral health and the benefits of good oral hygiene</i> <i>· I can tell you about personal hygiene</i> <i>if I feel poorly and I know how to use them safely</i> <i>· I know how to keep myself clean and healthy, and understand how germs cause disease/illness</i> <i>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</i>	<i>I understand how to work well with a partner</i> <i>I am able to tackle a new challenge and understand this might stretch my learning</i> <i>I am able to identify obstacles which make it more difficult to achieve my new challenge and to be able to work out how to overcome them</i> <i>I have reflected on how I felt when I succeeded in a new challenge</i>	<i>· I know how my body has changed since I was a baby</i> <i>I can identify the parts of the body that make boys different to girls</i> <i>I know that every time I learn something new, I change a little bit</i> <i>I know about changes that have happened in my life</i> <i>I know that some changes are natural and "happen by themselves"</i>	<i>· I know my friends can help me and I can help them in times of change</i> <i>I understand who are my special people (trusted adults) inside and outside of school</i> <i>I know who can help me in my school community</i> <i>I know that all household products including medicines can be harmful if not used properly</i> <i>I understand that medicines can help me</i>

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Year 2 PS	Unit: Our Happy School		Unit: Healthy Lifestyles	Unit: Growing and Changing	Unit: Keeping Myself Safe	Unit: The World of Drugs
National Curriculum and Assessment	<i>· I know why we have rules in school</i> <i>· I can tell you how I am the same and different from my friends</i> <i>· I have thought about how to talk about my feelings</i> <i>I am able to identify some of the things that cause conflict with my friends</i> <i>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</i> <i>- I can identify my own emotions and use our Zones of Regulation appropriately</i>		<i>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</i> <i>I know how to make some healthy snacks and explain why they are good for my body</i> <i>I know which foods to eat to give my body energy</i> <i>· I know I am responsible for taking</i>	<i>· I know who my friends and family are</i> <i>· I can make people I care about happy</i> <i>· I have thought about people who are important to me and how I feel about them</i> <i>I have identified the different members of my family and understand my relationship with</i>	<i>I know what should I do when I'm lost.</i> <i>I know what is good about my home. I can identify when I'm at risk.</i> <i>I can discuss what is good about the outdoors. I can identify when I'm at risk.</i> <i>I can identify right choices especially those online.</i>	<i>I understand how medicines work in my body and how important it is to use them safely</i> <i>I know when to say "no"</i> <i>I know not to touch medicines and that substances in the house can be dangerous</i> <i>I understand what goes into our bodies, how it enters and it's impact.</i>

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			<i>exercise to look after my body</i>	<i>each of them and know why it is important to share and cooperate</i> <i>I can tell you something that makes me feel proud.</i>		
Year 3 DG	Unit: Our Happy School	Unit: My friends and family (Changes)	Unit: My Feelings and Choices – (Respect and Tolerance)	Unit: Healthy Body, Healthy Minds	Unit: Keeping Myself Safe	Unit: The World of Drugs
National Curriculum and Assessment	<i>· I know something about everyone in my class</i> <i>· I can face new challenges positively, make</i>	<i>· I know some of the feelings that people have when someone close dies or leaves.</i> <i>· I understand that everybody's family is different</i>	<i>· I can make people feel that they belong.</i> <i>I can identify that people are different and I respect their differences.</i>	<i>· I know I am responsible for taking exercise to look after my body</i> <i>I understand how exercise affects</i>	<i>I have thought about ways to keep myself safe when I am out playing with my friends</i>	<i>I developed skills for weighing up the choices involved in and the reasons for and against taking risks.</i>

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	<i>responsible choices and ask for help when I need it</i> <i>·I can recognise my worth and can identify positive things about myself and my achievements.</i> <i>- I can identify my own emotions and use our Zones of Regulation appropriately</i>	<i>I understand that differences and conflicts sometimes happen among family members</i> <i>I know what it means to be a witness to bullying</i> <i>·I know that emotions can change and known how to prepare for it</i>	<i>I can identify bullying how this affects my feelings.</i> <i>I know the difference between fair and unfair.</i>	<i>my body and know why my heart and lungs are such important organs</i> <i>I know that the amount of calories, fat and sugar I put into my body will affect my health</i> <i>· I can stop and think before I act</i>	<i>I know the trusted people in my life I can reach out to</i> <i>I know and can use some strategies for keeping myself safe online</i> <i>I can explain how some of the actions and work of people around the world help and influence my life</i>	<i>I developed ways to resist unhelpful pressure to take risks with their health.</i> <i>I am able to tell you my knowledge and attitude towards drugs.</i> <i>I understand that pressure comes in different forms.</i>
Year 4 JG	Unit: Our Happy School	Unit: Respecting Differences (Tolerance, Mutual Respect)	Unit: My Healthy Body and Mind		Unit: Keeping Myself Safe	Unit: Being A Good Citizen
National Curriculum and Assessment	<i>I understand who is in my school community, the roles they play and how I fit in</i>	<i>· I can identify differences and similarities in our families</i> <i>· I understand that in our school and in wider society I</i>	<i>·I know how I can care for my body.</i> <i>I know what Wellbeing means.</i>	<i>· I know that alcohol is a drug</i> <i>·I can stand up for what I think after listening to others</i>	<i>· I recognise how different groups are formed, how I fit into them and the friends I value the most</i> <i>I understand what</i>	<i>I understand how I affect rules</i> <i>I can identify why rules are made for classroom, playground or in school.</i>

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	<i>I understand how democracy works through the School Council</i> <i>· I can identify my strengths and how I can contribute to a group</i> <i>· I have thought about the importance of rules and keeping them</i> <i>- I can identify my own emotions and use our Zones of Regulation appropriately</i>	<i>expect to be treated with respect by others, and that in turn they should show due respect to others.</i> <i>I understand a different culture from my own</i> <i>I understand what a stereotype is, and how dangerous it is to judge others.</i> <i>I understand that bullying (including cyber-bullying) has a negative and often lasting impact on our mental wellbeing</i>	<i>I can identify and discuss how my body is changing</i> <i>I understand the importance of cleanliness and how to keep clean.</i> <i>I know what viruses are and how I can minimise the risk.</i> <i>I know why sleep is important.</i>	<i>and making my own choice</i> <i>· I recognise when people are putting me under pressure and can explain ways to resist this when I want</i> <i>I know myself well enough to have a clear picture of what I believe is right and wrong</i>	<i>influences me to make assumptions based on how people look</i> <i>I know that sometimes bullying is hard to spot and to know what to do if I think it is going on but I'm not sure.</i> <i>I am able to tell you why witnesses sometimes join in with bullying and sometimes don't tell</i> <i>I am able to identify what is special about me</i>	<i>I can discuss what is democracy and how this works throughout the wider community</i> <i>I can identify why some rules are broken and their consequences.</i>

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Year 5 TW	Unit: Our Happy School	Unit: My Friends and Family (Changes)	Unit: Healthy Body, Healthy Mind (E-Safety and Mental Health)		Unit: Relationships and Responsibilities (Puberty)	Unit: The World of Drugs
National Curriculum and Assessment	<i>I can recognise and challenge stereotyping and discrimination</i> <i>I can listen to and show respect for other people's views when working in a group</i> <i>I understand how rumour-spreading and name-calling can be bullying behaviours.</i>	<i>I can identify someone I love and can express why they are special to me</i> <i>I can tell you about someone I know that I no longer see</i> <i>I recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</i> <i>I am able to compare my life with people in the developing world</i>	<i>I can help organise an enterprise activity</i> <i>I know there are rights and responsibilities when playing a game online</i> <i>I recognise when I am spending too much time using devices (screen time)</i>	<i>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</i> <i>I have thought about how the media can influence the way we think and feel</i>	<i>I know the names for male and female body parts</i> <i>I know About menstrual wellbeing including the key facts about the menstrual cycle.</i> <i>I know about puberty and the changing adolescent body</i> <i>I can describe what I am looking forward to about becoming a teenager and</i>	<i>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</i> <i>I know some of the risks with misusing alcohol, including anti- social behaviour, and how it affects the liver and heart</i> <i>I know what addiction means</i>

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	<i>I am able to explain the difference between direct and indirect types of bullying</i> <i>I understand my rights and responsibilities as a citizen of my country and part of our school community</i> <i>- I can identify my own emotions and use our Zones of Regulation appropriately</i>			<i>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</i>	<i>understand this brings growing responsibilities (age of consent)</i>	

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Year 6 RR	Unit: Our Happy School	Unit: Our Responsibilities	Unit: Healthy Body, Healthy Mind (E-Safety and Mental Health)	Unit: Our Relationships and Responsibilities (Puberty)	Unit: The World of Drugs	Unit: Looking Forward) (Transition)
<i>National Curriculum and Assessment</i>	<i>I can make choices about my own behaviour because I understand how rewards and consequences feel and to be able to understand how these relate to my rights and responsibilities</i> <i>I understand how democracy and having a voice benefits the school community</i> <i>· I can work with others to achieve a shared goal</i> <i>· I have thought about how to develop and maintain a</i>	<i>· I understand how being different could affect someone's life</i> <i>I am able to explain some of the ways in which one person or a group can have power over another</i> <i>I know why some people join gangs and the risks this involves</i> <i>I know some of the reasons why people use bullying behaviours</i> <i>I am able to explain ways in which difference can be a source of conflict and a</i>	<i>• I can judge whether something online is safe and helpful for me</i> <i>I can use technology positively and safely to communicate with my friends and family</i> <i>I understand what it means to be emotionally well and can explore</i>	<i>· I am aware of my own self-image and how my body image fits into that</i> <i>I can describe how boy's and girl's bodies change during puberty.</i> <i>I understand the importance of looking after yourself physically and emotionally</i> <i>I am able to describe how a baby develops from conception</i>	<i>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</i> <i>I understand that some people can be exploited and made to do things that are against the law</i> <i>I am able to recognise when people are trying to gain power or control</i>	<i>· I am able to identify what I am looking forward to and what worries me about the transition to secondary school.</i> <i>I know my learning strengths and to be able to set challenging but realistic goals for myself</i> <i>I am able to work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on</i>

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	<i>positive learning environment</i> <i>- I can identify my own emotions and use our Zones of Regulation appropriately</i>	<i>cause for celebration</i> <i>I know the characteristics and mental and physical benefits of an active lifestyle.</i> <i>I know the risks associated with an inactive lifestyle (including obesity).</i>	<i>people's attitudes towards mental health/illness</i>	<i>months of pregnancy, and how it is born</i>		<i>these</i>