



St. Joseph's RC Primary School:

Progression of Skills and Knowledge in PHSE  
(This document links to and works alongside the RSE and  
E-Safety progression documents)

Throughout each academic year, we will have dedicated weeks focusing on some PHSE priorities (Enterprise/Aspiration week- June/July, E-Safety weeks (3 x yearly) and Mental Health week. All other objectives should be covered where appropriate within your curriculum planning.

This document represents discreet PHSE objectives that are additional to our RSHE programme. All other objectives will be taught through the RSHE programme. These objectives will be woven through RSHE and other areas of the curriculum.

Key:

- Economics (enterprise/aspirations)
- Life skills (usually supported by external providers e.g DARE, Road Safety, Fire Safety).
- Democracy, law and human rights.

*Pupils should be taught to:*

*The following early years goals are prerequisite skills for PSHE in KS1.*

### **Personal, Social and Emotional Development**

#### **Making Relationships**

- *Children play co-operatively, taking turns with others.*
- *They 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.*

#### **Self-Confidence and Self-Awareness**

- *Children are confident to try new activities, and say why they like some activities more than others.*
- *They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.*
- *They say when they do or don't need help.*

#### **Managing Feelings and Behaviour**

- *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.*
- *They work as part of a group or class, and understand and follow the rules.*
- *They adjust their behaviour to different situations, and take changes of routine in their stride.*

### **Physical Development (Health and Self-Care)**

- *Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.*

### **Understanding the World (People and Communities)**

- *Children talk about past and present events in their own lives and in the lives of family members.*
- *They know that other children don't always enjoy the same things, and are sensitive to this.*
- *They know about similarities and differences between themselves and others, and among families, communities and traditions.*

### **Understanding the World (The World)**

- *Children know about similarities and differences in relation to places, objects, materials and living things.*
- *They talk about the features of their own immediate environment and how environments might vary from one another.*
- *They make observations of animals and plants and explain why some things occur, and talk about changes.*

### **Understanding the World (Technology)**

- *Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.*

**EYFS Knowledge, Skills and Understanding objectives that MUST be covered:**

I find out about the different types of work people do and about different places of work.

I begin to ask questions about things that affect our community.

I join in with my group.

I think of ideas.

I tell people my ideas and what I have found out.

I discuss why healthy eating and physical activity are beneficial.

I make healthy eating choices and prepare simple healthy foods.

I find out about the rules at school.

What is fairness?

Why is something 'fair'?

## Health And Wellbeing Year 1

*Pupils should be taught to:*

*(Bold objectives at the bottom are discrete objectives that do not necessarily fit into topics but must be taught during year 1- for example circle time discussions).*

- *About rules and age restrictions that keep us safe.*

*Vocabulary taught and used must include:*

*Public Private Acceptable Unacceptable Comfortable*

## Living In The Wider World Year 1

*Pupils should be taught to:*

*(Bold objectives at the bottom are discrete objectives that do not necessarily fit into topics but must be taught during year 1- for example circle time discussions).*

- *About what rules are, why they are needed, and why different rules are needed for different situations.*
- *How people and other living things have different needs; about the responsibilities of caring for them.*
- *About the different groups they belong to.*
- *About the different roles and responsibilities people have in their community.*
- *To recognise the ways they are the same as, and different to, other people.*
- *What money is, forms that money comes in; that money comes from different sources.*
- *About the difference between needs and wants; that sometimes people may not always be able to have the things they want.*

*Vocabulary taught and used must include:*

*Safe, Special, Calm, Rights, Responsibilities, Rewards, Proud Consequences, Similar, Different, Gender, Stereotype, Bullying Friend*

## Health And Wellbeing Year 2

Pupils should be taught to:

*(Bold objectives at the bottom are discrete objectives that do not necessarily fit into topics but must be taught during year 2- for example circle time discussions).*

- About how to keep safe at home (including around electrical appliances) and fire safety.
- Ways to keep safe in familiar and unfamiliar environments and how to cross a road safely.
- How to get help in an emergency (999).

Vocabulary taught and used must include:

Motivation ,Lifestyle, Choice , Relax, Tense, Medicine, Dangerous, Unhealthy, Healthy, Balanced diet, Energy, Nutritious

## Living In The Wider World Year 2

Pupils should be taught to:

*(Bold objectives at the bottom are discrete objectives that do not necessarily fit into topics but must be taught during year 2- for example circle time discussions).*

- About what rules are, why they are needed, and why different rules are needed for different situations.
- About the different groups they belong to.
- About the different roles and responsibilities people have in their community.
- Different jobs that people they know or people who work in the community do.
- That money needs to be looked after, different ways of doing this.
- That jobs help people to earn money to pay for things.

Vocabulary taught and used must include:

Safe, Special, Calm, Rights, Responsibilities, Rewards, Proud Consequences, Similar, Different, Gender, Stereotype, Bullying Friend

## Health And Wellbeing Year 3

Pupils should be taught to:

*(Bold objectives at the bottom are discrete objectives that do not necessarily fit into topics but must be taught during year 3- for example circle time discussions).*

- About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.
- Strategies for keeping safe in the local environment or unfamiliar places and fireworks safety; safe use of digital devices when out and about.
- About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.

Smoking Pressure Guilt Advice Alcohol Disease

## Living In The Wider World Year 3

Pupils should be taught to:

*(Bold objectives at the bottom are discrete objectives that do not necessarily fit into topics but must be taught during year 3- for example circle time discussions).*

- To recognise there are human rights, that are there to protect everyone.
- About the different groups that make up their community; what living in a community means.
- To appreciate the range of national, regional, religious and ethnic identities in the UK.
- That people's spending decisions can affect others and the environment (Fair Trade).
- About the different ways to pay for things and the choices people have about this.
- To recognise that people make spending decisions based on priorities, needs and wants.
- That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.

Vocabulary taught and used must include:

Included Excluded Valued Democracy Assumption  
Judgement Appearance Accept Democrat Decision  
Authority Contribution Observer Influence Opinion  
Attitude Secret Deliberate Bystander Witness Cyber  
Bullying Troll Unique Characteristics

## Health And Wellbeing Year 4

Pupils should be taught to:

*(Bold objectives at the bottom are discrete objectives that do not necessarily fit into topics but must be taught during year 3- for example circle time discussions).*

- How to make an informed decision about health.
- About what good physical health means, how to recognise early signs of physical illness.
- How to maintain good oral hygiene; why regular visits to the dentist are essential; the impact of lifestyle choices on dental care.
- How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.

Vocabulary taught and used must include:

Roles Leader Follower Assertive Agree / disagree Smoking Pressure Guilt Advice Alcohol Disease Anxiety Fear Believe Assertive Opinion

## Living In The Wider World Year 4

Pupils should be taught to:

*(Bold objectives at the bottom are discrete objectives that do not necessarily fit into topics but must be taught during year 3- for example circle time discussions).*

- To recognise there are human rights, that are there to protect everyone.
- The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.
- About the different groups that make up their community; what living in a community means.
- About diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities.
- About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.
- About the different ways to pay for things and the choices people have about this.
- To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.
- That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.
- About stereotypes in the workplace and that a person's career aspirations should not be limited to them.
- About what might influence people's decision about a job or career.
- To identify the kind of job that they might like to do when they are older.

*Vocabulary taught and used must include:*

*Included Excluded Valued Democracy Assumption  
Judgement Appearance Accept Democrat Decision Authority  
Contribution Observer Influence Opinion Attitude Secret  
Deliberate Bystander Witness Cyber Bullying Troll Unique  
Characteristics*



## Health And Wellbeing Year 5

Pupils should be taught to:

*(Bold objectives at the bottom are discrete objectives that do not necessarily fit into topics but must be taught during year 5- for example circle time discussions).*

- How to recognise if family relationships are making them feel unhappy or unsafe, and how they can seek advice/ help.

Vocabulary taught and used must include:

Exploited Vulnerable Anti-social behaviour Mental health Emotional health Mental illness Symptoms Stress Triggers Strategies Managing stress Self -image Self -esteem Real -self Celebrity Opportunities Freedoms

## Living In The Wider World Year 5

Pupils should be taught to:

*(Bold objectives at the bottom are discrete objectives that do not necessarily fit into topics but must be taught during year 5- for example circle time discussions).*

- About the different ways to pay for things and the choices people have about this.
- To recognise that people make spending decisions based on priorities, needs and wants.
- That there is a broad range of different jobs/ careers that people can have; that people often have more than one career/type of job during their life.
- To recognise that people make spending decisions based on priorities, needs and wants.
- Different ways to keep track of money.
- About stereotypes in the workplace and that a person's career aspirations should not be limited by them.
- That some jobs are paid more than others and money is a factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.
- About some of the skills that will help them in their future careers.
- What democracy is, and about the basic institutions that support it locally and nationally.

Vocabulary taught and used must include:

Included Excluded Valued Democracy Assumption Judgement Appearance Accept Dream Hope Determination Resilience Positive Attitude Friendships Emotions Relationships Value Jealousy Problem-solve Emotions Loss Sperm Egg Ovum Democrat Decision Authority Contribution Observer Assumption Influence Appearance Opinion Attitude Judgement Secret Deliberate Bystander

## Health And Wellbeing Year 6

Pupils should be taught to:

*(Bold objectives at the bottom are discrete objectives that do not necessarily fit into topics but must be taught during year 6- for example circle time discussions).*

- That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.
- How to predict, assess and manage risk in different situations.
- About the risks and effects of legal drugs common to everyday life and their impact on health; recognise that drug use can be difficult to break.
- To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.
- About why people choose to use or not use drugs.
- About the mixed messages in the media about drugs, including alcohol and smoking/ vaping.
- About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.
- How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.
- That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.
- That FGM is against British Law, what to do and whom to tell if they think they or someone they know might be at risk (seek RSE guidance on this)

Vocabulary taught and used must include:

## Living In The Wider World Year 6

Pupils should be taught to:

*(Bold objectives at the bottom are discrete objectives that do not necessarily fit into topics but must be taught during year 6- for example circle time discussions).*

- To recognise reasons for rules and laws; consequences of not adhering to rules and laws.
- To recognise there are human rights, that are there to protect everyone.
- The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.
- About the different groups that make up their community; what living in a community means.
- About diversity: what it means, the benefits of living in a diverse community; about valuing diversity within communities.
- About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.
- About prejudice, how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.
- To appreciate the range of national, regional, religious and ethnic identities in the UK.
- What democracy is, and about the basic institutions that support it locally and nationally.
- About the relationship between rights and responsibilities.
- What democracy is, and about the basic institutions that support it locally and nationally.
- About some of the skills that will help them in their future careers.

Immunisation Prevention Prescribed Unrestricted Over - the  
-counter Restricted Illegal Volatile substances 'Legal highs'  
Exploited Vulnerable Drugs Criminal Reputation Anti -  
social behaviour Mental health Emotional health Mental  
illness Symptoms Stress Triggers Strategies Managing  
stress Self -image Self -esteem Real -self Celebrity  
Opportunities Freedoms Puberty Pregnancy Embryo Foetus  
Placenta Umbilical cord Labour Contractions Cervix  
Midwife

- About risks associated with money and ways of keeping money safe.
- About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.
- To identify the ways that money can impact on people's feelings and emotions.
- About some of the skills that will help them in the future careers.
- To identify the kind of job that they might like to do when they are older.
- To recognise a variety of routes into careers.

**Vocabulary taught and used must include:**

Included Excluded Valued Democracy Assumption  
Judgement Appearance Accept Dream Hope Determination  
Resilience Positive Attitude Friendships Emotions  
Relationships Value Jealousy Problem-solve Emotions  
Loss Sperm Egg Ovum Democrat Decision Authority  
Contribution Observer Assumption Influence Appearance  
Opinion Attitude Judgement Secret Deliberate Bystander  
Witness Cyber bullying Troll Unique Characteristics  
Physical features Influence