



PSHCE Progression at Hillside Primary  
Knowledge, Skills and Vocabulary

Health and Well-being	Knowledge	Skills	Vocabulary
<p align="center"><b>Year One</b></p> <p>Healthy Eating Hygiene Keeping Safe</p>	<p><i>All pupils should be taught at an age appropriate level through the cycle of PSHE lessons:</i></p> <ol style="list-style-type: none"> <li>1. what is meant by a healthy lifestyle</li> <li>2. how to maintain physical, mental and emotional health and wellbeing</li> <li>3. how to manage risks to physical and emotional health and wellbeing</li> <li>4. ways of keeping physically and emotionally safe</li> <li>5. about managing change, including puberty (UKS2), transition and loss</li> <li>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</li> </ol>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Discuss where fruit and vegetables grow</li> <li>• Make simple choices that improve health and well-being</li> <li>• Recognise healthy foods and the need for a balanced diet</li> <li>• Understand the importance of physical activity and recognize the benefits</li> <li>• Understand how muscles work</li> <li>• Discuss ways they can take care of their teeth</li> <li>• Manage basic personal hygiene – bathing, showering and dental hygiene, understanding the importance of this</li> <li>• Understand how to eliminate germs and the spread of infection and diseases</li> <li>• Discuss ways to keep safe in different situations, including sun, road, internet and medicine</li> <li>• Recognise and manage risks in everyday activities</li> <li>• Demonstrate road safety skills and show an awareness of the Green Cross Code</li> <li>• Recognise who is there to care for and look after them</li> <li>• Seek help from an appropriate adult when necessary</li> </ul>	<p><i>To be used by teaching staff and pupils:</i></p> <p>grow, food, balanced diet, healthy choice</p> <p>muscles, germs, spread, infection, hygiene</p> <p>safe, risk, care</p>
<p align="center"><b>Year Two</b></p> <p>Changing and Growing Emotions</p>		<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Talk about the process of growing from young to old</li> <li>• Identify and respect similarities and differences between people of the same and different genders</li> <li>• Name body parts</li> <li>• Understand physical and emotional changes as they grow and develop</li> <li>• Talk about feelings/emotions and manage these in a positive way</li> <li>• Understand the effects of their behavior on others and the influence they may have</li> <li>• Take responsibility for their actions and understand that</li> </ul>	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>gender, body parts, physical, emotional, develop, emotions</p> <p>actions, choices, consequences</p>



PSHCE Progression at Hillside Primary  
Knowledge, Skills and Vocabulary

		<p align="center">their actions have consequences</p>	
<p align="center"><b>Year Three</b> Healthy Lifestyles Nutrition and Food Safety First Aid</p>		<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Define the word ‘healthy’ and be aware of recommended guidelines for physical activity</li> <li>• Understand the function of different food groups for a balanced diet</li> <li>• Make links between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</li> <li>• Reflect on the range of skills needed in different jobs and identify jobs of people they know</li> <li>• Use strategies to stay safe when using ICT and the internet, including keeping data secure and using software features and settings</li> <li>• Understand the need to take responsibility for their own actions and behave safely/ responsibly in different situations</li> <li>• Be responsible for the safety of themselves and others and understand how to seek help in an emergency – making an emergency call</li> <li>• Recognize the importance of local organisations in the local community</li> </ul>	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>healthy, physical, food groups, diet, nutrition, mental</p> <p>responsibility, emergency, community</p>
<p align="center"><b>Year Four</b> Physical, Emotional and Mental Aspirations Emotions Growing and Changing</p>		<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Talk about the difference between physical, emotional and mental</li> <li>• Set realistic targets, self-assess and understand how these will help their future actions</li> <li>• Identify and talk about their own strengths and weaknesses and how to improve aswell as understanding that everyone has different strengths and weaknesses</li> <li>• Reflect on the range of skills needed in different jobs</li> <li>• Listen to, reflect on and respect other people’s views and feelings</li> <li>• Develop strategies for managing and controlling strong feelings and emotions</li> </ul>	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>physical, emotional, mental</p> <p>strengths, weaknesses, differences</p>



PSHCE Progression at Hillside Primary  
Knowledge, Skills and Vocabulary

		<ul style="list-style-type: none"> <li>• Understand that family units can be different and can sometimes change</li> <li>• Show awareness of changes that take place as they grow and understand the rate at which we grow differs from person to person</li> </ul>	family unit, rate of change/growth
<p align="center"><b>Year Five</b> Health Aspirations Emotions</p>		<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Show awareness of the basic synergy between physical, emotional and mental health</li> <li>• Recognise and understand changes that occur during puberty</li> <li>• Understand the importance of making change in adopting a more healthy lifestyle</li> <li>• Identify and talk about their own and others' strengths and weaknesses and how to improve</li> <li>• Self-assess, understanding how this will help their future actions</li> <li>• Reflect on past achievements and recognize achievements of others as being worthwhile and important</li> <li>• Set personal goals</li> <li>• Identify the skills they need to develop to make their contribution in the working world in the future</li> <li>• Make connections between their learning, the world of work and their future economic wellbeing</li> <li>• Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures</li> <li>• Manage changing emotions and recognise how they can impact on relationships</li> <li>• Understand the cyclic nature of life and how death is an inevitable part of this cycle</li> <li>• Understand the need for empathy when peers are experiencing conflict at home</li> </ul>	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>synergy, puberty, healthy lifestyle, reflect, assess, achieve, contribution, economic wellbeing, pressure, empathy</p>
<p align="center"><b>Year Six</b></p>		<p>Pupils can:</p>	<p><i>To be used by</i></p>



PSHCE Progression at Hillside Primary  
Knowledge, Skills and Vocabulary

<p>Nutrition and Food Safety</p>		<ul style="list-style-type: none"><li>• Develop an awareness of their own dietary needs</li><li>• Identify the different food groups and their related importance as a part of a balanced diet</li><li>• Work independently and in groups, taking on different roles and collaborating towards common goals</li><li>• Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy</li><li>• Prepare and cook with a variety of ingredients, using a range of cooking techniques</li><li>• Take action based on responsible choices</li><li>• Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends</li><li>• Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</li></ul>	<p><i>teaching staff and pupils and in addition to that above as relevant:</i></p> <p>dietary needs, collaboration, ingredients, cooking techniques, responsible choices,</p> <p>substance(s), risks, impact, misuse, medicines, alcohol, tobacco, drugs</p>
----------------------------------	--	--	--



PSHCE Progression at Hillside Primary  
Knowledge, Skills and Vocabulary

Relationships	Knowledge	Skills	Vocabulary
<p align="center"><b>Year One</b></p> <p align="center">Communication Bullying</p>	<p><i>All pupils should be taught at an age appropriate level through the cycle of PSHE lessons:</i></p> <p>1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>2. how to recognise and manage emotions within a range of relationships</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Share their opinions and explain their views</li> <li>• Listen to other people and play and work cooperatively</li> <li>• Reflect on similarities and differences between people</li> <li>• Understand what is and what is not bullying behaviour</li> <li>• Recognise the difference between good and bad choices</li> <li>• Recognise how attitude and behavior may affect / influence other people both positively and negatively</li> <li>• Show awareness of different types of teasing and bullying, knowing that it is wrong and how to get help</li> </ul>	<p><i>To be used by teaching staff and pupils:</i></p> <p>opinion, view, play, work, co-operate, bullying, choices</p>
<p align="center"><b>Year Two</b></p> <p align="center">Fairness Family and Friends</p>	<p>3. how to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>4. how to respond to risky or negative relationships and ask for help</p> <p>5. how to respect equality and diversity in relationships.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Take part in whole class discussions</li> <li>• Recognise and understand right and wrong, what is fair and unfair and explain why</li> <li>• Discuss strategies to cope with unfair teasing</li> <li>• Recognise unkind behaviour and understand how to care for each other</li> <li>• Develop positive relationships with peers</li> <li>• Identify different relationships they have and why they are important</li> <li>• Understand the importance of sharing</li> <li>• Understand the importance of family</li> <li>• Identify special people and what makes them special</li> </ul>	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>right, wrong, fair and unfair, cope, care, positive relationships, peers, sharing, family, special</p>
<p align="center"><b>Year Three</b></p> <p align="center">Communication Similarities and Differences</p>		<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Recognise that there are many ways to communicate</li> <li>• Understand why it is important to communicate clearly</li> <li>• Talk about their views on issues that affect themselves and their class</li> <li>• Recognize and respect similarities and differences between people and understand how we are all connected by our similarities</li> </ul>	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>communicate, issues, affect, viewpoint,</p>



PSHCE Progression at Hillside Primary  
Knowledge, Skills and Vocabulary

		<ul style="list-style-type: none"> <li>• Empathise with another viewpoint</li> <li>• Understand and appreciate the range of different cultures and religions represented within school and learn about the need for tolerance for those of different faiths and beliefs</li> <li>• Understand the term 'diversity' and appreciate diversity within school</li> <li>• Recognise and challenge stereotyping and discrimination</li> </ul>	empathy, culture, religion, tolerance, faith, belief, diversity, stereotype, discrimination
<p align="center"><b>Year Four</b> Collaboration Bullying Healthy Relationships</p>		<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Work co-operatively, showing fairness and consideration to others</li> <li>• Take the lead, prioritise actions and work independently and collaboratively towards goals</li> <li>• Identify ways to improve the environment</li> <li>• Identify problems and find ways to deal with them</li> <li>• Recognise the difference between isolated hostile incidents and bullying</li> <li>• Understand the importance of self-esteem</li> <li>• Understand the terms 'resilience' and 'persistence' and why these character traits are important</li> <li>• Face new challenges positively and know when to seek help</li> <li>• Understand the features of a good friend and the importance of being positive in relationships with others</li> </ul>	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>fairness, consideration, environment, problem, isolated incident, bullying, self-esteem, resilience, persistence</p>
<p align="center"><b>Year Five</b> Communication Similarities and Differences</p>		<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Recognise the need for confidentiality in certain situations</li> <li>• Understand the role of the listener in any relationship</li> <li>• Understand the need to both listen and speak when communicating with others</li> <li>• Discuss racial discrimination and its impact on societies, past and present</li> <li>• Challenge stereotyping and discrimination</li> <li>• Show awareness of gender discrimination and its impact</li> <li>• Understand the importance of family in different cultures</li> </ul>	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>confidentiality, listener, race, society, gender, culture</p>
<p align="center"><b>Year Six</b></p>		<p>Pupils can:</p>	<p><i>To be used by</i></p>



PSHCE Progression at Hillside Primary  
Knowledge, Skills and Vocabulary

<p>Collaboration Healthy Relationships</p>		<ul style="list-style-type: none"><li>• Understand that there are many situations in which collaboration is necessary, particularly in group situations</li><li>• Develop team work skills</li><li>• Recognise that there are many roles within a community</li><li>• Understand the importance of touch in a range of contexts, knowing the difference between appropriate and inappropriate touches</li><li>• Show awareness of changing relationships as a result of growing up</li></ul>	<p><i>teaching staff and pupils and in addition to that above as relevant:</i></p> <p>community</p> <p>touch, appropriate and inappropriate, growing up</p>
--	--	--	---



PSHCE Progression at Hillside Primary  
Knowledge, Skills and Vocabulary

Living in the Wider World	Knowledge	Skills	Vocabulary
<p align="center"><b>Year One</b></p> <p>Rules and Responsibilities</p>	<p><i>All pupils should be taught at an age appropriate level through the cycle of PSHCE lessons:</i></p> <p>1. about respect for self and others and the importance of responsible behaviours and actions</p> <p>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Understand the reason why we have rules as expectations</li> <li>• Take turns and share</li> <li>• Understand the concept of ‘borrowing’</li> <li>• Show responsibility to others</li> <li>• Understand that people and other living things have needs and that they have responsibilities to meet them</li> <li>• Consider ways of looking after the school or community and how to care for the local environment</li> </ul>	<p><i>To be used by teaching staff and pupils:</i></p> <p>rules, borrow, share, school, community, environment, expectations, responsibilities,</p>
<p align="center"><b>Year Two</b></p> <p>Communities Money and Finance</p>	<p>3. about different groups and communities</p> <p>4. to respect equality and to be a productive member of a diverse community</p> <p>5. about the importance of respecting and protecting the environment</p> <p>6. about where money comes from, keeping it safe and the importance of managing it effectively</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Understand their role within the class and local community</li> <li>• Understand the importance of shared responsibility within all communities</li> <li>• Recognise notes and coins and know where money comes from</li> <li>• Identify the role of money in our society</li> <li>• Recognise the choices people make to spend money on things they want</li> <li>• Understand why it is important to keep money safe, manage money carefully and make choices wisely</li> <li>• Begin to understand the understanding of enterprise</li> </ul>	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>role, local community, responsibility, notes, coins, money, society, (begin to understand enterprise)</p>
<p align="center"><b>Year Three</b></p> <p>Rules and Responsibilities Discrimination</p>	<p>7. how money plays an important part in people’s lives</p> <p>8. a basic understanding of enterprise.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Recognise that rules may need to be changed</li> <li>• Understand the importance of planning ahead and thinking of potential consequences</li> <li>• Recognise the importance of behaving responsibly and understanding actions have consequences</li> <li>• Communicate their opinions in groups and show consideration for other people’s views</li> <li>• Define the words ‘discrimination’ and ‘stereotype’</li> <li>• Challenge stereotypes relating to gender and work</li> </ul>	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>rules, responsibly, consequences, consideration, discrimination,</p>



PSHCE Progression at Hillside Primary  
Knowledge, Skills and Vocabulary

<p align="center"><b>Year Four</b> Diversity Economic Awareness</p>		<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Reflect on their own spending habits/choices</li> <li>• Understand why financial management and planning is important from a young age</li> </ul>	<p>stereotype, gender</p> <p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>spending, habits/choices, financial management, planning</p>
<p align="center"><b>Year Five</b> Rights and Responsibilities</p>		<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Understand the term ‘anarchy’ and understand the implications of living in an anarchic society</li> <li>• Define the following:- democracy, sovereignty, dictatorship, government, monarchy</li> <li>• Discuss organisations such as the United Nations</li> <li>• Recognise the importance and significance of equal rights</li> </ul>	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>anarchy, society, democracy, sovereignty, dictatorship, government, monarchy, United Nations, equal rights</p>
<p align="center"><b>Year Five – Additional Unit</b> Radicalisation and Extremism</p>		<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Understand the meaning and importance of resilience and courage</li> <li>• Recognise and know how to deal with situations involving peer pressure</li> <li>• Recognise extremism and radicalisation</li> <li>• Identify some of the stereotypes relevant to radicalisation</li> <li>• Identify why and how people are recruited into extremist activity</li> <li>• Understand how extremism can lead to harm</li> </ul>	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>resilience, courage, peer pressure, radicalisation, extremism, stereotype, recruit,</p>



PSHCE Progression at Hillside Primary  
Knowledge, Skills and Vocabulary

		<ul style="list-style-type: none"> <li>• Recognise individuality and celebrate differences</li> <li>• Identify and challenge stereotypes, including LGBT and other minority groups</li> <li>• Identify why and how people are recruited into radicalised activity</li> <li>• Identify the risks faced in relation to extremist activity</li> </ul>	harm, LGBT and minority groups
<p align="center"><b>Year Six</b> Diversity Economic Awareness</p>		<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Understand the benefits of living in a diverse communicate and celebrate diversity</li> <li>• Understand financial terms such as loan, interest, tax and discount</li> <li>• Make connections between their learning, the world of work and their future economic wellbeing</li> <li>• Show initiative and take responsibility for activities that develop enterprise capability</li> <li>• Discuss budgeting and what it means to budget</li> <li>• Talk with a wide range of adults</li> </ul>	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>benefits, diverse, loan, interest, tax, discount, economic wellbeing, enterprise, budget and budgeting</p>
<p align="center"><b>Year Six – Additional Unit</b> Sex and Relationships</p>		<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Know how and understand why close relationships are formed, especially during adolescence</li> <li>• Understand why friendship is important in the establishment of close relationships</li> <li>• Know about and understand the physical, mental and emotional changes that take place during puberty</li> <li>• Learn about sex (and bust some myths!)</li> <li>• Know the features of a healthy relationship</li> <li>• Understand what an unhealthy relationship is and know how to deal with relationship issues</li> <li>• Know about gender identities and have an awareness of transgender issues</li> <li>• Understand the difference between being transgender and transvestite</li> </ul>	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>relationships, adolescence, friendship, puberty, changes, sex, gender identities, transgender, transvestite</p>