



PSHCE Progression at Hillside Primary
Knowledge, Skills and Vocabulary

EYFS	Knowledge	Skills	Vocabulary
<p>Own lives and family – Understanding of the World</p> <p>Being healthy and safe – Personal Development</p> <p>Hygiene – Personal Development</p>	<p>Linked directly to the Development Matters objectives, covering all the PSED Early Learning Goals, as well as the following:</p> <ul style="list-style-type: none"> • Talks about past and present events in their own lives and in the lives of family members (UW) • Talks about ways to keep healthy and safe (PD) • Manages own basic hygiene and personal needs successfully, including dressing and going to the toilet independently (PD) 	<p>Making Relationships Initiates conversations, attends to and takes account of what others say (DM 40-60 months) Explains own knowledge and understanding (DM 40-60 months) Asks appropriate questions of others (DM 40-60 months) Takes steps to resolve conflicts with other children by finding compromises (DM 40-60 months) Plays co-operatively, taking turns with others (ELG) Takes account of one another's ideas about how to organise an activity (ELG) Shows sensitivity to others' needs and feelings and form positive relationships with adults and other children (ELG)</p> <p>Self Confidence / Awareness Confident to speak to others about own needs, wants, interests and opinions (DM 40-60 months) Can describe self in positive terms and talk about abilities (DM 40-60 months) Confident to try new activities (ELG) Says why they like some activities more than others (ELG) Confident to speak in a familiar group (ELG) Talks about their ideas (ELG) Chooses resources they need for their chosen activities (ELG) Says when they do or don't need help (ELG)</p> <p>Managing Feelings / Behaviour Beginning to be able to negotiate and solve problems without aggression (DM 40-60 months) Talks about how they and others show feelings (ELG) Talks about their own and others' behaviour and its consequences (ELG) Works as part of a group or class, and understands and follows the rules (ELG)</p>	<p>Words similar to the following at an age-appropriate level:</p> <p>Making Relationships conversation, questions, conflicts, compromise, co-operate, feelings, taking turns, positive</p> <p>Self-confidence / Awareness needs, wants, opinions, interests, positive, familiar, help</p> <p>Managing Feelings / Behaviour problems, aggression, feelings, behaviour, consequences, rules</p>



PSHCE Progression at Hillside Primary
Knowledge, Skills and Vocabulary

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



PSHCE Progression at Hillside Primary
Knowledge, Skills and Vocabulary

<p>Healthy Lifestyles</p> <p>Nutrition and Food</p> <p>Safety</p> <p>First Aid</p>		<p>activity</p> <p>Nutrition and Food – pupils food:</p> <ul style="list-style-type: none"> • Understand the function of different food groups for a balanced diet • Make links between physical activity and nutrition in achieving a physically and mentally healthy lifestyle <p>Safety – pupils can:</p> <ul style="list-style-type: none"> • Reflect on the range of skills needed in different jobs and identify jobs of people they know • Use strategies to stay safe when using ICT and the internet, including keeping data secure and using software features and settings • Understand the need to take responsibility for their own actions and behave safely/ responsibly in different situations <p>First Aid – pupils can:</p> <ul style="list-style-type: none"> • Be responsible for the safety of themselves and others and understand how to seek help in an emergency – making an emergency call • Recognize the importance of local organisations in the local community 	<p><i>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>Year Four</p> <p>Physical, Emotional and Mental Health Aspirations</p> <p>Emotions</p> <p>Growing and Changing</p>		<p>Physical, Emotional and Mental Health Aspirations – pupils can:</p> <ul style="list-style-type: none"> • Talk about the difference between physical, emotional and mental • Set realistic targets, self-assess and understand how these will help their future actions • Identify and talk about their own strengths and weaknesses and how to improve as well as understanding that everyone has different strengths and weaknesses • Reflect on the range of skills needed in different jobs <p>Emotions – pupils can:</p> <ul style="list-style-type: none"> • Listen to, reflect on and respect other people’s views and feelings • Develop strategies for managing and controlling strong feelings and emotions <p>Growing and Changing – pupils can:</p> <ul style="list-style-type: none"> • Understand that family units can be different and can sometimes change • Show awareness of changes that take place as they grow and understand the rate at which we grow differs from person to person 	<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> <p>family unit, rate of change/growth</p>
<p>Year Five</p> <p>Health</p> <p>Aspirations</p>		<p>Health – pupils can:</p> <ul style="list-style-type: none"> • Show awareness of the basic synergy between physical, emotional and mental health • Recognise and understand changes that occur during puberty • Understand the importance of making change in adopting a more healthy lifestyle 	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p>



PSHCE Progression at Hillside Primary
Knowledge, Skills and Vocabulary

<p align="center">Emotions</p>		<p>Aspirations – pupils can:</p> <ul style="list-style-type: none"> • Identify and talk about their own and others’ strengths and weaknesses and how to improve • Self-assess, understanding how this will help their future actions • Reflect on past achievements and recognize achievements of others as being worthwhile and important • Set personal goals • Identify the skills they need to develop to make their contribution in the working world in the future • Make connections between their learning, the world of work and their future economic wellbeing <p>Emotions – pupils can:</p> <ul style="list-style-type: none"> • Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures • Manage changing emotions and recognise how they can impact on relationships • Understand the cyclic nature of life and how death is an inevitable part of this cycle • Understand the need for empathy when peers are experiencing conflict at home 	<p>synergy, puberty, healthy lifestyle, reflect, assess, achieve, contribution, economic wellbeing, pressure, empathy</p>
<p align="center">Year Six</p> <p align="center">Nutrition and Food</p> <p align="center">Safety</p>		<p>Nutrition and Food – pupils can:</p> <ul style="list-style-type: none"> • Develop an awareness of their own dietary needs • Identify the different food groups and their related importance as a part of a balanced diet • Work independently and in groups, taking on different roles and collaborating towards common goals • Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy • Prepare and cook with a variety of ingredients, using a range of cooking techniques <p>Safety – pupils can:</p> <ul style="list-style-type: none"> • Take action based on responsible choices • 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 • Make responsible, informed decisions relating to medicines, alcohol, tobacco and 	<p><i>To be used by 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



		other substances and drugs	
--	--	----------------------------	--

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



PSHCE Progression at Hillside Primary
Knowledge, Skills and Vocabulary

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

PSHCE Progression at Hillside Primary
Knowledge, Skills and Vocabulary



Healthy Relationships		<ul style="list-style-type: none"> • Develop team work skills • Recognise that there are many roles within a community <p>Healthy relationships – pupils can:</p> <ul style="list-style-type: none"> • Understand the importance of touch in a range of contexts, knowing the difference between appropriate and inappropriate touches • Show awareness of changing relationships as a result of growing up 	<p><i>as relevant:</i></p> <p>community</p> <p>touch, appropriate and inappropriate, growing up</p>
-----------------------	--	---	---

Living in the Wider World	Knowledge	Skills	Vocabulary
<p>Year One</p> <p>Rules and Responsibilities</p>	<p><i>All pupils should be taught at an age appropriate level through the cycle of PSHE 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>Rules and Responsibilities – pupils can:</p> <ul style="list-style-type: none"> • Understand the reason why we have rules as expectations • Take turns and share • Understand the concept of ‘borrowing’ • Show responsibility to others • Understand that people and other living things have needs and that they have responsibilities to meet them • Consider ways of looking after the school or community and how to care for the local environment 	<p><i>To be used by teaching staff and pupils:</i></p> <p>rules, borrow, share, school, community, environment, expectations, responsibilities,</p>
<p>Year Two</p> <p>Communities</p> <p>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>Communities – pupils can:</p> <ul style="list-style-type: none"> • Understand their role within the class and local community • Understand the importance of shared responsibility within all communities <p>Money and finance – pupils can:</p> <ul style="list-style-type: none"> • Recognise notes and coins and know where money comes from • Identify the role of money in our society • Recognise the choices people make to spend money on things they want • Understand why it is important to keep money safe, manage money carefully and make choices wisely • Begin to understand the understanding of enterprise 	<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>Year Three</p> <p>Rules and Responsibilities</p>	<p>5. about the importance of respecting and protecting the environment</p>	<p>Rules and Responsibilities – pupils can:</p> <ul style="list-style-type: none"> • Recognise that rules may need to be changed • Understand the importance of planning ahead and thinking of potential consequences 	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p>



PSHCE Progression at Hillside Primary
Knowledge, Skills and Vocabulary

Discrimination	<p>6. about where money comes from, keeping it safe and the importance of managing it effectively</p> <p>7. how money plays an important part in people's lives</p>	<ul style="list-style-type: none"> Recognise the importance of behaving responsibly and understanding actions have consequences Communicate their opinions in groups and show consideration for other people's views <p>Discrimination – pupils can:</p> <ul style="list-style-type: none"> Define the words 'discrimination' and 'stereotype' Challenge stereotypes relating to gender and work 	<p>rules, responsibly, consequences, consideration, discrimination, stereotype, gender</p>
<p>Year Four</p> <p>Diversity</p> <p>Economic Awareness</p>	<p>8. a basic understanding of enterprise.</p>	<p>Diversity – pupils can:</p> <ul style="list-style-type: none"> Reflect on their own spending habits/choices <p>Economic Awareness – pupils can:</p> <ul style="list-style-type: none"> Understand why financial management and planning is important from a young age 	<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>Year Five</p> <p>Rights and Responsibilities</p>		<p>Rights and Responsibilities – pupils can:</p> <ul style="list-style-type: none"> Understand the term 'anarchy' and understand the implications of living in an anarchic society Define the following:- democracy, sovereignty, dictatorship, government, monarchy Discuss organisations such as the United Nations Recognise the importance and significance of equal rights 	<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>Year Five – Additional Unit</p> <p>Radicalisation and Extremism</p>		<p>Radicalisation and Extremism – pupils can:</p> <ul style="list-style-type: none"> Understand the meaning and importance of resilience and courage Recognise and know how to deal with situations involving peer pressure Recognise extremism and radicalisation Identify some of the stereotypes relevant to radicalisation Identify why and how people are recruited into extremist activity Understand how extremism can lead to harm Recognise individuality and celebrate differences Identify and challenge stereotypes, including LGBT and other minority groups Identify why and how people are recruited into radicalised activity 	<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, harm, LGBT and minority groups</p>



PSHCE Progression at Hillside Primary
Knowledge, Skills and Vocabulary

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