



PSHCE Progression at Hillside Primary
Knowledge, Skills and Vocabulary

EYFS Update 2021	Progression of skills document updated in line with changes to EYFS Curriculum (2021). EYFS knowledge, skills and vocabulary are as follows, including the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE. The statements are taken from: * Communication and Language * Personal, Social and Emotional Development * Physical Development * Understanding the World		
EYFS	Knowledge – see updated areas for more detail	Skills	Vocabulary
Three and Four Year Olds	<p>Communication and Language Able to build relationships</p> <p>Personal, Social and Emotional Development Sense of self, community, responsibility, rules etc.</p> <p>Physical Development Independent skills, health and hygiene</p> <p>Understanding the World Links to self, understanding of word etc.</p>	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Begin to understand how others might be feeling. • Starting to eat independently and learning how to use a knife and fork. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. • Begin to make sense of their own life-story and family’s history. • Show interest in different occupations. • Continue to develop positive attitudes about the differences between people. 	<p>Words similar to the following at an age-appropriate level including but not exclusive to:</p> <p>conversation, questions, compromise, co-operate, feelings, taking turns, positive needs, wants, opinions, interests, positive, familiar, help, problems, feelings, behaviour, consequences, rules, community, play, rules, independent, care, history, clean, hygiene, career, difference, world...</p>



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		<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	
Reception	<p>Communication and Language Talk and problem solving</p> <p>Personal, Social and Emotional Development Self and others</p> <p>Physical Development Health and well-being including hygiene</p> <p>Understanding the World Family, community, beliefs and differences</p>	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. • Develop social phrases. • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways. 	<p>Words similar to the following at an age-appropriate level including but not exclusive to:</p> <p>how, why, problem, solution, individual, valuable, relationships, feelings, self, others, resilience, challenge, persevere, needs, health, well-being, activity, healthy, routine, hygiene, family, community, familiar, beliefs, differences, special...</p>
ELG	<p>Communication and Language: Listening, Attention and Understanding Speaking</p> <p>Personal, Social and</p>	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Show an understanding of their own feelings and those of others, and begin to regulate their 	<p>Words similar to the following at an age-appropriate level including but not exclusive to:</p> <p>conversation,</p>



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<p>Emotional Development: Self-Regulation Managing Self Building Relationships</p>	<p>behaviour accordingly.</p> <ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs. 	<p>exchanges, peers, teachers, feelings, past, present, future, (range of apt conjunctions), feelings, regulate, goals, wait, want, control, impulse, follow, instructions, independent, confident, behave, rules, right, wrong, needs, healthy, health, hygiene, turns, co-operate, choices, positive, consideration, space, themselves, others, people, roles, society...</p>
<p>Physical Development: Gross Motor Skills</p>	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. 	
<p>Understanding the World: Past and Present</p>	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. 	

Health and Well-being	Knowledge	Skills	Vocabulary
<p>Year One Healthy Eating</p>	<p><i>All pupils should be taught at an age appropriate level through the cycle of PSHE lessons:</i></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 	<p><i>To be used by teaching staff and pupils:</i></p>

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<p>Hygiene Keeping Safe</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>	<ul style="list-style-type: none"> • 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>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>5. about managing change, including puberty (UKS2), transition and loss</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</p> <p>Nutrition and Food</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 activity • To recognise the need to take responsibility for actions • Make links between physical activity and nutrition in achieving a physically and mentally healthy lifestyle • Know the importance of sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn 	<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,</p>



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<p>Safety</p> <p>First Aid</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 • Know where different foods come from, recognise a range of jobs and cook a variety of meals <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 • Know that for most people the internet is an integral part of life and has many benefits • Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing • Understand the need to take responsibility for their own actions and behave safely/ responsibly in different situations and understand age restrictions for social media / gaming etc. • Know where and how to report concerns and get support with issues online <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 organizations in the local community • Behave safely and responsibly in different situations and know how and when to make an emergency call 	<p>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 • To become more self-aware • 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 aswell 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><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>

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		<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 	family unit, rate of change/growth
<p>Year Five</p> <p>Health</p> <p>Aspirations</p> <p>Emotions</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>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><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>Year Six</p> <p>Nutrition and Food</p> <p>Safety (including Substance Related Abuse –</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><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</p>



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Additional Unit)		<p>Safety – pupils can:</p> <ul style="list-style-type: none"> • Understand why it is important to focus on keeping healthy and take action by making healthy, 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 other substances and drugs (knowing the names of common drugs) • Understand the link between choice and consequence • Understand how advertising influences our choices 	<p>techniques, responsible choices, substance(s), risks, impact, misuse, medicines, alcohol, tobacco, drugs, responsible, choice, consequence, impact, advertising</p>
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Relationships	Knowledge	Skills	Vocabulary
<p>Year One</p> <p>Communication</p> <p>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>Communication – pupils can:</p> <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 <p>Bullying – pupils can:</p> <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 	<p><i>To be used by teaching staff and pupils:</i></p> <p>opinion, view, play, work, co-operate, bullying, choices</p>
<p>Year Two</p> <p>Fairness</p> <p>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</p>	<p>Fairness – pupils can:</p> <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 <p>Family and Friends – pupils can:</p> <ul style="list-style-type: none"> • Identify different relationships they have and why they are important 	<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,</p>

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	for help	<ul style="list-style-type: none"> • Understand the importance of sharing • Understand the importance of family • Identify special people and what makes them special 	peers, sharing, family, special
Year Three	5. how to respect equality and diversity in relationships.	<p>Communication – pupils can:</p> <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 <p>Similarities and differences – pupils can:</p> <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 	<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, empathy, culture, religion, tolerance, faith, belief, diversity, stereotype, discrimination</p>
<p>Communication</p> <p>Similarities and Differences</p>		<p>Year Four</p> <p>Collaboration</p> <p>Bullying</p> <p>Healthy Relationships</p>	<p>Collaboration – pupils can:</p> <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 <p>Bullying – pupils can:</p> <ul style="list-style-type: none"> • Recognise the difference between isolated hostile incidents and bullying • Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying • Understand what self-esteem is and why it is important • Understand the terms ‘resilience’ and ‘persistence’ and why these character traits are important • Recognise right and wrong, what is fair and unfair and explain why • Understand the nature and consequences of negative behaviours such as bullying, aggressiveness <p>Healthy relationships – pupils can:</p> <ul style="list-style-type: none"> • Understand the importance of self-esteem • Understand the terms ‘resilience’ and ‘persistence’ and why these character traits



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		<p>are important</p> <ul style="list-style-type: none"> • 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 	
Year Five		<p>Communication – pupils can:</p> <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 <p>Similarities and differences – pupils can:</p> <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 	<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>
Year Six		<p>Collaboration – pupils can:</p> <ul style="list-style-type: none"> • Understand that there are many situations in which collaboration is necessary, particularly in group situations • 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 • To know that bullying and cyber-bullying has a negative and lasting effect • To know that the same principles apply to online relationships as face-to-face, including the importance of respect for others online, including when we are anonymous • To know how to consider online friendships and sources of information including the risks associated with people that they have never met • To know that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health 	<p><i>To be used by 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>

Living in the Wider World	Knowledge	Skills	Vocabulary
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<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>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>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</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 Two – Additional Unit</p> <p>Radicalisation and Extremism</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>7. how money plays an important part in people’s lives</p>	<ul style="list-style-type: none"> • Understand the meaning and differences between ‘fact’ and ‘opinion’ • Learn that beliefs are kinds of opinions that should be accepted, but not necessarily adopted • Recognise and know how to deal with situations involving peer pressure • Recognise, identify and respect similarities and differences between people • Recognise and know how to deal with situations involving confrontation • Understand the meanings of ‘same’ and ‘different’ • Recognise ways in which they are connected to each other • Understand that difference is a positive feature 	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>fact, opinion, acceptance, peer pressure, same, different, confrontation, respect, connected, positive</p>
<p>Year Three</p> <p>Rules and Responsibilities</p> <p>Discrimination</p>	<p>8. a basic understanding of enterprise.</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 • Recognise the importance of behaving responsibly and understanding actions have 	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>rules, responsibly,</p>

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		<p>consequences</p> <ul style="list-style-type: none"> 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>consequences, consideration, discrimination, stereotype, gender</p>
<p>Year Four</p> <p>Diversity</p> <p>Economic Awareness</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 Reflect on their own spending 	<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 why structure is needed in different situations Understand the term 'anarchy' and understand the implications of living in an anarchic society Define the following:- democracy, sovereignty, dictatorship, government, monarchy Learn about organisations such as the United Nations Understand 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 Identify the risks faced in relation to extremist 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>



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<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 • To talk with a wide range of adults <p>Economic Awareness – pupils can:</p> <ul style="list-style-type: none"> • Learn about budgeting and what it means to budget • 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 • To know and understand the principles of enterprise • To know and understand the principles of charity work 	<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>Relationships and Sex Education</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>