

## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE

### Features

- At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters
- At Key Stage 1 and 2, the key knowledge progression document takes full account of the programme of study for PSHE education and uses the following strands:
  - Health and Wellbeing
  - Relationships
  - Living in the Wider World
- The above strands have been chosen as they replicate the PSHE Association programme of study.
- The statements in **green** reflect where protected characteristics are taught.
- The statements in **bold** are from the RSE and Health Education statutory guidance.
- The statements in **bold green** show where protected characteristics and RSE and Health Education are taught.
- The statements in **red** reflect when parents and carers have the option to remove their child from this teaching.
- The statement about FGM has been moved from Keeping Safe to Safe Relationships as we feel it sits within this strand where private body parts and permission are discussed. This KKP is optional as it requires knowledge of what FGM is. If schools choose to teach this KKP they must make this explicit to parents and carers and offer the opportunity for children to be removed from this aspect of teaching.
- Skills are dependent on specific knowledge. A skill is the capacity to perform or discuss and in order to do this a deep body of knowledge needs to be acquired and retained.
- These knowledge statements should be what pupils retain forever. In other words, this knowledge is within their long-term memory and will be retained.
- When considering pupils' improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains the relevant words used for PSHE for their age group.

### Early Years Framework

	Educational Programme Personal, Social and Emotional Development	Early Learning Goal Self-Regulation	Early Learning Goal Managing Self	Early Learning Goal Building Relationships
<b>Early Years</b>	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as EYFS reforms early adopter framework 9 necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>

### Subject Content

Strand	Healthy Lifestyles	Mental Health	Ourselves, Growing and Changing	Keeping Safe	Drugs, Alcohol and Tobacco
--------	--------------------	---------------	---------------------------------	--------------	----------------------------

## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE

<b>Key Stage 1</b>	Pupils should be taught about what keeping healthy means and different ways to keep healthy.	Pupils should be taught about different feelings and how to recognise them within themselves and others.	Pupils should be taught to recognise individuality, naming body parts and how we change from young to old.	Pupils should be taught about rules, restrictions and people that keep us safe.	Pupils should be taught the impact of putting things in their body or skin and how these can make you feel.
<b>Key Stage 2</b>	Pupils should be taught how to make informed decisions about health and the elements of a balanced, healthy lifestyle.	Pupils should be taught that mental health is part of daily life and the importance of taking care of mental health.	Pupils should be taught to recognise their personal individuality and identity, identify reproductive organs and puberty.	Pupils should be taught how to promote their personal safety and wellbeing through assessing and managing risks in different situations and including basic first aid.	Pupils should be taught about the risks and effects of legal drugs common to everyday life and their impact on health, as well as recognise that some drugs are illegal to own, use and give to others.
<b>Strand</b>	<b>Families and Close Positive Relationships</b>	<b>Friendships</b>	<b>Managing Hurtful Behaviour and Bullying</b>	<b>Safe Relationships</b>	<b>Respecting Self and Others</b>
<b>Key Stage 1</b>	Pupils should be taught about the roles that different people play in our lives, as well as the importance of sharing worries with a trusted adult.	Pupils should be taught to understand how people make friends and what makes a good friendship.	Pupils should be taught that bodies and feelings can be hurt by words and actions, including in person and online and what to do if they feel worried about themselves or others.	Pupils should be taught to recognise the importance of respecting privacy and the need to speak to a safe adult if they feel worried.	Pupils should be taught about what is kind and respectful behaviour and how our behaviour can affect others.
<b>Key Stage 2</b>	Pupils should be taught to recognise that there are different types of relationships, as well as being able to seek help or advice from a trusted adult.	Pupils should be taught about the importance of friendships, strategies for building positive relationships and resolving disputes.	Pupils should be taught about the impact of bullying offline and online, how to recognise hurtful behaviours including discrimination and how to challenge it.	Pupils should be taught about privacy and personal boundaries, how to recognise peer pressure and where to seek advice.	Pupils should be taught that personal behaviour can affect others and the importance of responding respectfully to a diverse range of people.
<b>Strand</b>	<b>Shared Responsibilities</b>	<b>Communities</b>	<b>Media Literacy and Digital Resilience</b>	<b>Economic Wellbeing: Money</b>	<b>Economic Wellbeing: Aspirations, Work and Career</b>
<b>Key Stage 1</b>	Pupils should be taught about how people, other living things and the environment have different needs and about the responsibilities for caring for them.	Pupils should be taught that it is ok to be different and the roles and responsibilities they have within their diverse community.	Pupils should be taught about using the internet safely, different digital devices and communicating online.	Pupils should know about money; its uses and the choices people make with regards to money.	Pupils should know about different strengths/jobs that people they know or people who work in the community.
<b>Key Stage 2</b>	Pupils should be taught to recognise that there are human rights that protect everyone, and the importance of carrying out shared responsibilities for protecting the environment.	Pupils should be taught to understand diversity and the benefits of living in a diverse community, and how prejudice and stereotypes can negatively influence behaviours and attitudes.	Pupils should be taught to recognise positive and negative ways in which the internet and social media can be used and to be aware of the reliability of online information.	Pupils should know about money; its uses and the choices people make with regards to money, including the issues around gambling-related activities and their impact on themselves and others.	Pupils should be taught to identify positive attributes about themselves and to set identifies goals. To learn about the job market and the options available to them in the future.

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
<b>Healthy Lifestyles</b>	<ul style="list-style-type: none"> <li>PSHEN.1 know how to make healthy food choices during snack time</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.1 know the importance of healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.1 know what keeping healthy means and different</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.1 know about foods that support good health and the</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.1 know how to make informed decisions about health</li> </ul>	<ul style="list-style-type: none"> <li>PSHE4.1 know about choices that support a healthy lifestyle, and recognise</li> </ul>	<ul style="list-style-type: none"> <li>PSHE5.1 know about what constitutes a healthy diet; how to plan healthy</li> </ul>	<ul style="list-style-type: none"> <li>PSHE6.1 to know how and when to seek support, including which safe adults to</li> </ul>	<ul style="list-style-type: none"> <li>PSHE7.1 know the role of a balanced diet as part of a healthy lifestyle and the</li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE

	<ul style="list-style-type: none"> <li>PSHEN.2 know there are healthy and unhealthy foods</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.2 know how to make some simple healthy food choices</li> </ul>	<p>ways to keep healthy</p>	<p>risks of eating too much sugar</p>	<ul style="list-style-type: none"> <li>PSHE3.2 know the elements of a balanced, healthy lifestyle</li> </ul>	<p>what might influence these</p> <ul style="list-style-type: none"> <li>PSHE4.2 know how to recognise that habits can have both positive and negative effects on a healthy lifestyle</li> </ul>	<p>meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p>	<p>speak to in and outside school if they are worried about their health</p>	<p>impact of unhealthy food choices</p>
	<ul style="list-style-type: none"> <li>PSHEN.3 know how to join in with whole group physical activities</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.3 know that moving our bodies can keep us healthy</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.2 know how physical activity helps us stay healthy and ways to be physically active everyday</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.2 know about the people who help us to stay physically healthy</li> </ul>	<ul style="list-style-type: none"> <li>PSHE4.3 know about what good physical health means; how to recognise early signs of physical illness</li> </ul>		<ul style="list-style-type: none"> <li>PSHE5.2 know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</li> </ul>		<ul style="list-style-type: none"> <li>PSHE7.2 know the benefits of physical activity and exercise for physical and mental health and wellbeing</li> <li>PSHE7.3 know the importance of taking increased responsibility for their own physical health</li> </ul>
	<ul style="list-style-type: none"> <li>PSHEN.4 know when we may sleep, e.g. nap time, bedtime</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.4 know when and why we have bedtime</li> </ul>		<ul style="list-style-type: none"> <li>PSHE2.3 know why sleep is important and different ways to rest and relax</li> </ul>			<ul style="list-style-type: none"> <li>PSHE5.3 know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</li> </ul>		<ul style="list-style-type: none"> <li>PSHE7.4 know the importance of sleep and strategies to maintain good quality sleep</li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE

	<ul style="list-style-type: none"> <li>PSHEN.5 know how to look after our teeth</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.5 know the importance of brushing our teeth</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.3 know about dental care and visiting the dentist, how to brush teeth correctly and food and drink that support dental health</li> </ul>					<ul style="list-style-type: none"> <li>PSHE6.2 know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</li> </ul>	<ul style="list-style-type: none"> <li>PSHE7.5 know strategies for maintaining personal hygiene, including oral health</li> </ul>
	<ul style="list-style-type: none"> <li>PSHEN.6 know when they need to go to the toilet</li> <li>PSHEN.7 Know how to hand wash</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.6 know how to manage their own needs, e.g. toileting</li> <li>PSHER.7 know how to hand wash and explain the importance of this</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.4 know simple hygiene routines that can stop germs from spreading</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.4 know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.3 know 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</li> </ul>		<ul style="list-style-type: none"> <li>PSHE5.4 know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</li> </ul>		<ul style="list-style-type: none"> <li>PSHE7.6 know the importance of taking increased responsibility for their own physical health; the purpose of vaccinations offered during adolescence for individuals and society</li> </ul>
	<ul style="list-style-type: none"> <li>PSHEN.8 know to wear a hat when it is sunny</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.8 know that different clothes protect us from the weather</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.5 know how to keep safe in the sun and protect skin from sun damage</li> </ul>					<ul style="list-style-type: none"> <li>PSHE6.3 know 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</li> </ul>	<ul style="list-style-type: none"> <li>PSHE7.7 know the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination</li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE

				<ul style="list-style-type: none"> <li>PSHE2.5 know different ways to learn and play, recognising the importance of knowing when to take a break from time online or TV</li> </ul>				<ul style="list-style-type: none"> <li>PSHE6.4 know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</li> </ul>	<ul style="list-style-type: none"> <li>PSHE7.8 know the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</li> </ul>
Mental Health	<ul style="list-style-type: none"> <li>PSHEN.9 know how to recognise their feelings using gestures and simple words, like "happy", "sad", "angry" or "worried"</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.9 know and see themselves as a valuable individual</li> <li>PSHER.10 know the name of a range of feelings</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.6 know about different feelings that humans can experience</li> <li>PSHE1.7 know how to recognise and name these feelings</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.6 know about ways of sharing feelings and a range of words to describe feelings</li> </ul>			<ul style="list-style-type: none"> <li>PSHE5.5 know a varied vocabulary when talking about feelings and how to express them in different ways</li> </ul>		<ul style="list-style-type: none"> <li>PSHE7.9 know how to identify and articulate a range of emotions</li> </ul>
	<ul style="list-style-type: none"> <li>PSHEN.10 know when you may need help</li> <li>PSHEN.11 know what makes you happy</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.11 know how to seek adult support and articulate their wants and needs</li> <li>PSHER.12 know what makes you happy when feeling sad</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.8 know how feelings can affect people's bodies and how they behave</li> <li>PSHE1.9 know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.7 know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.4 know every day things can effect feelings and the importance of expressing feelings</li> </ul>	<ul style="list-style-type: none"> <li>PSHE4.4 know that feelings can change over time in range and intensity</li> </ul>	<ul style="list-style-type: none"> <li>PSHE5.6 know strategies to respond to feelings, including intense or conflicting feelings and how to manage and respond to feelings appropriately and proportionately in different situations</li> </ul>	<ul style="list-style-type: none"> <li>PSHE6.5 know problem-solving strategies for dealing with emotions, challenges and change, including transition to new school</li> </ul>	<ul style="list-style-type: none"> <li>PSHE7.10 know a range of healthy coping strategies and ways to promote wellbeing and boost mood</li> </ul>
	<ul style="list-style-type: none"> <li>PSHEN.12 know likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.13 know how different situations make us feel</li> <li>PSHER.14 know how my friend is feeling</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.10 know that not everyone feels the same at the same time, or feels the same about the same things</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.8 know how to recognise how others may be feeling</li> </ul>					<ul style="list-style-type: none"> <li>PSHE7.11 know the causes and triggers for unhealthy coping strategies, and the need to seek help for themselves or others as soon as possible</li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE

	<ul style="list-style-type: none"> <li>PSHEN.13 know who can help</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.15 know to return to a familiar adult to gain emotional support and practical help in different situations</li> </ul>		<ul style="list-style-type: none"> <li>PSHE2.9 know when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.5 know that mental health, just like physical health, is part of daily life and the importance of taking care of mental health</li> </ul>	<ul style="list-style-type: none"> <li>PSHE4.5 know strategies and behaviours to support mental health - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>PSHE5.7 know that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</li> </ul>	<ul style="list-style-type: none"> <li>PSHE6.6 know the warning signs about mental health and wellbeing and how to seek support for themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>PSHE7.12 know the characteristics of mental and emotional health and strategies for managing these</li> <li>PSHE7.13 know the link between language and mental health stigma and develop strategies to challenge these</li> </ul>
				<ul style="list-style-type: none"> <li>PSHE2.10 know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</li> </ul>				<ul style="list-style-type: none"> <li>PSHE6.7 know about change and loss including death and how they can express and manage grief and bereavement</li> </ul>	<ul style="list-style-type: none"> <li>PSHE7.14 know the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</li> </ul>
<p><b>Ourselves, Growing &amp; Changing</b></p>	<ul style="list-style-type: none"> <li>PSHEN.14 knows their own name</li> <li>PSHEN.15 knows how to talk about themselves, sharing feelings and experiences with a familiar adult</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.16 know what they can do well and what they are getting better at</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.11 know what makes them special</li> <li>PSHE1.12 know the ways in which we are all unique</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.11 know what they are good at, what they like and dislike</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.6 know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> </ul>	<ul style="list-style-type: none"> <li>PSHE4.6 know their personal strengths, skills, achievements and interests and how these contribute to a sense-worth</li> </ul>	<ul style="list-style-type: none"> <li>PSHE5.8 know their individuality and personal qualities</li> </ul>		<ul style="list-style-type: none"> <li>PSHE7.15 know how we are all unique; that recognising and demonstrating personal strengths</li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE

	<ul style="list-style-type: none"> <li>PSHEN.16 know how to show confidence in new social situations, e.g. coming into Nursery.</li> <li>PSHEN.17 know and develop appropriate ways of being assertive</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.17 know how to show resilience and perseverance in the face of challenge</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.13 know how to manage when finding things difficult</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.12 know how to prepare to move to a new class/year group</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.7 know how to manage setbacks/perceived failures and how to re-frame unhelpful thinking</li> </ul>			<ul style="list-style-type: none"> <li>PSHE6.8 know about strategies to manage transitions between classes and key stages</li> <li>PSHE6.9 know about the new opportunities and responsibilities that increasing independence may bring</li> </ul>	<ul style="list-style-type: none"> <li>PSHE7.16 know what can affect wellbeing and resilience</li> </ul>
	<ul style="list-style-type: none"> <li>PSHEN.18 know simple parts of the body, through song and rhyme, e.g. head, shoulders, knees and toes</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.18 know the names of different body parts we can see, representing these in drawings and painting</li> <li>PSHER.19 know that people may look similar or different due to their specific features, e.g. hair, size and shape of nose...</li> </ul>		<ul style="list-style-type: none"> <li>PSHE2.13 know the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.8 know that some for people gender identity does not correspond with biological sex</li> </ul>	<ul style="list-style-type: none"> <li>PSHE4.7 know the external genitalia and internal reproductive organs in males and females and how puberty relates to human reproduction</li> </ul>			
				<ul style="list-style-type: none"> <li>PSHE2.14 know about growing and changing from young to old and how people's needs change</li> </ul>		<ul style="list-style-type: none"> <li>PSHE4.8 know about physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</li> </ul>	<ul style="list-style-type: none"> <li>PSHE5.9 know the importance of personal hygiene during puberty, the importance of keeping clean and how to maintain personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>PSHE6.10 know about the process of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</li> <li>PSHE6.11 know where to get</li> </ul>	<ul style="list-style-type: none"> <li>PSHE7.17 know strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE

								more information, help and advice about growing, changing, especially about puberty	
<b>Keeping Safe</b>	<ul style="list-style-type: none"> <li>PSHEN.19 know adults should help to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.20 know and understand why adults should help to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.14 know about rules and age restrictions that keep us safe</li> </ul>	<ul style="list-style-type: none"> <li><b>PSHE2.15 know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</b></li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.9 know reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</li> </ul>		<ul style="list-style-type: none"> <li>PSHE5.10 know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</li> </ul>		<ul style="list-style-type: none"> <li>PSHE7.18 know how to identify risk and manage personal safety in increasingly independent situations, including online</li> </ul>
	<ul style="list-style-type: none"> <li>PSHEN.20 know there are some things we should not touch</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.21 know and can name things we should not touch</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.15 know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.16 know that household products (including medicines) can be harmful if not used correctly</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.10 know the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</li> </ul>	<ul style="list-style-type: none"> <li>PSHE4.9 know 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</li> </ul>			<ul style="list-style-type: none"> <li>PSHE7.19 know how to identify risk and manage personal safety in increasingly independent situations, including online</li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE

	<ul style="list-style-type: none"> <li>• PSHEN.21 know that we cross the road with a familiar adult</li> <li>• PSHEN.22 know some strangers are safe and others are not, e.g. policeman, unknown adult</li> </ul>	<ul style="list-style-type: none"> <li>• PSHER.22 know why it is important to be safe near the road</li> <li>• PSHER.23 know what to do if worried or scared</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE1.16 know the risk in simple everyday situations and what action to take to minimise harm</li> <li>• PSHE1.17 know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</li> <li>• PSHE1.18 know about people whose job it is to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE2.17 know what to do if there is an accident and someone is hurt</li> <li>• PSHE2.18 know how to get help in an emergency (how to dial 999 and what to say)</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE3.11 know how to predict, assess and manage risk in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE4.10 know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE5.11 know about basic first aid and dealing with common injuries</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE6.12 know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE7.20 know how to access health services when appropriate</li> </ul>
<p><b>Drugs, Alcohol &amp; Tobacco</b></p>	<ul style="list-style-type: none"> <li>• PSHEN.23 know not to put unknown objects in their mouth</li> </ul>	<ul style="list-style-type: none"> <li>• PSHER.24 know not to take any medicines without an adult</li> <li>• PSHER.25 know that smoking is harmful</li> </ul>		<ul style="list-style-type: none"> <li>• PSHE2.19 know about things that people can put into their bodies and on their skin and how these can affect people</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE3.12 know the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE4.11 know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE5.12 know why people choose to use or not use drugs (including nicotine, alcohol and medicines)</li> <li>• PSHE5.13 know about the mixed messages in the media about drugs, including alcohol and smoking/vaping</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE6.13 know about the organisations that can support people concerning alcohol, tobacco, nicotine or other drug use; people they can talk to if they have concerns</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE7.21 know the positive and negative uses of drugs in society</li> <li>• PSHE7.23 know how to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</li> <li>• PSHE7.24 know strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE

<b>Families &amp; Close Positive Relationships</b>	<ul style="list-style-type: none"> <li>PSHEN.24 know who is special in their lives</li> <li>PSHEN.25 know who their close friends are</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.26 know how to recreate what they have learnt about social interactions with close adults, in their play and relationships with others</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.19 know about the roles different people play in our lives</li> <li>PSHE1.20 know the people who love and care for them and what they do to help them feel cared for</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.20 know that it is important to tell a trusted adult if something about their family makes them worried or unhappy</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.13 know there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</li> </ul>	<ul style="list-style-type: none"> <li>PSHE5.14 know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</li> </ul>	<ul style="list-style-type: none"> <li>PSHE7.25 know about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</li> <li>PSHE7.26 know the importance of trust in relationships and the behaviours that can undermine or build trust</li> </ul>	
	<ul style="list-style-type: none"> <li>PSHEN.26 know the people that make up their family</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.27 know that all families are not the same</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.21 know about different types of families including those that may be different from their own</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.21 know common features of family life</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.14 know that marriage and civil partnership are a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</li> <li>PSHE3.15 know 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</li> </ul>	<ul style="list-style-type: none"> <li>PSHE4.12 know people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</li> <li>PSHE4.13 know that a feature of positive family life is caring relationships; about the different ways in which people care for one another</li> </ul>	<ul style="list-style-type: none"> <li>PSHE5.15 know that there are different types of family structure (including single parents, same sex parents, step-parents, blended families, foster parents), that families of all types can give family members love, security and stability</li> </ul>	<ul style="list-style-type: none"> <li>PSHE6.14 know other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</li> <li>PSHE6.15 know if family relationships make them feel unhappy or unsafe and how to seek advice</li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE

<p><b>Friendships</b></p>	<ul style="list-style-type: none"> <li>PSHEN.27 know how to play with one or more other children, extending and elaborating play ideas</li> <li>PSHEN.28 know how to develop friendships with other children.</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.28 know how to be a good friend and demonstrate this through play</li> <li>PSHER.29 know how to build constructive and respectful relationships</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.22 know how people make friends and what makes a good friendship</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.22 know simple strategies to resolve arguments between friends positively</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.16 know the importance of friendships and how to build positive friendships and how positive friendships support wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>PSHE4.14 know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</li> </ul>	<ul style="list-style-type: none"> <li>PSHE5.16 know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</li> </ul>	<ul style="list-style-type: none"> <li>PSHE6.16 to know how friendships can change over time about making new friends and the benefits of having different types of friends</li> </ul>	<ul style="list-style-type: none"> <li>PSHE7.28 know how to safely and responsibly form, maintain and manage positive relationships, including online</li> <li>PSHE7.29 know the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships</li> </ul>
	<ul style="list-style-type: none"> <li>PSHEN.29 know how to seek out others to share experiences</li> <li>PSHEN.30 know friends might feel and think different things, and that is ok</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.30 know how to support their friend if they are feeling unhappy</li> <li>PSHER.31 know how to show empathy and concerns to people who are special to them, e.g. may offer a child a toy they like</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.23 know how to recognise when they or someone else feels lonely and what to do</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.23 know how to ask for help if a friendship makes them feel unhappy</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.17 know the importance of seeking support if feeling lonely or excluded</li> <li>PSHE3.18 know what it means to 'know someone online' and how this differs from face to face and risks of communicating online with others not known face-to-face</li> </ul>	<ul style="list-style-type: none"> <li>PSHE4.15 know strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</li> </ul>	<ul style="list-style-type: none"> <li>PSHE5.17 know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</li> </ul>	<ul style="list-style-type: none"> <li>PSHE6.17 know that if a friendship (online or offline) makes them feel unsafe, how to ask for support if necessary</li> </ul>	<ul style="list-style-type: none"> <li>PSHE7.30 know how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</li> <li>PSHE7.31 know strategies to identify and reduce risk from people online that they do not already know, when and how to access help</li> </ul>
<p><b>Managing Hurtful Behaviour &amp; Bullying</b></p>	<ul style="list-style-type: none"> <li>PSHEN.31 know to look for a supportive adult for help in resolving conflict with peers</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.32 know choices may impact on others, e.g. taking a toy from a friend</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.24 know that bodies and feelings can be hurt by words and actions and that people can</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.24 know how people may feel if they experience hurtful behaviour or bullying</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.19 know about the impact of bullying both online and offline, and the consequences of</li> </ul>		<ul style="list-style-type: none"> <li>PSHE5.18 know strategies to respond to hurtful behaviour experienced or witnessed,</li> </ul>	<ul style="list-style-type: none"> <li>PSHE6.18 know about discrimination, what it means and how to challenge it</li> </ul>	<ul style="list-style-type: none"> <li>PSHE7.32 know the characteristics of abusive behaviours; to recognise warning signs,</li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE

	<ul style="list-style-type: none"> <li>PSHEN.32 know actions have consequences</li> </ul>		<p>say hurtful things online</p>	<ul style="list-style-type: none"> <li>PSHE2.25 know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> </ul>	<p>hurtful behaviour</p>		<p>offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>		<p>including online; how to report abusive behaviours or access support for themselves or others</p> <ul style="list-style-type: none"> <li>PSHE7.33 know about bullying and its impact, and to know strategies to manage being bullied or witnessing others being bullied</li> <li>PSHE7.34 know the impact of stereotyping, prejudice and discrimination on individuals and relationships</li> </ul>
<p>Safe Relationships</p>	<ul style="list-style-type: none"> <li>PSHEN.33 know that some things are private, e.g. toileting</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.33 know that some things are private on their own body and are covered by underwear.</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.25 know that some things are private and the importance of respecting privacy</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.26 know there are situations when they should ask for permission and also when their permission should be sought</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.20 know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</li> </ul>	<ul style="list-style-type: none"> <li>PSHE4.16 know about seeking and giving permission (consent) in different situations</li> </ul>		<ul style="list-style-type: none"> <li>PSHE6.19 know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk (optional)</li> </ul>	<ul style="list-style-type: none"> <li>PSHE7.35 know about the law relating to sexual consent</li> <li>PSHE7.36 know how to seek, give, not give and withdraw consent (in all contexts, including online)</li> <li>PSHE7.37 know the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or</li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE

	<ul style="list-style-type: none"> <li>PSHEN.34 know that their key worker will listen to worries, and act on them</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.34 know who to speak to if feeling worried or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.26 know how to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>PSHE1.27 know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</li> <li>PSHE1.28 know who the safeguarding team is</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.27 know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</li> </ul>		<ul style="list-style-type: none"> <li>PSHE4.17 know different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> </ul>	<ul style="list-style-type: none"> <li>PSHE5.19 know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</li> </ul>	<ul style="list-style-type: none"> <li>PSHE6.20 know where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> </ul>	<p>others who may be at risk, or who have already been subject to FGM</p> <ul style="list-style-type: none"> <li>PSHE7.38 know that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstance</li> </ul>
				<ul style="list-style-type: none"> <li>PSHE2.28 know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.21 know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</li> </ul>				<ul style="list-style-type: none"> <li>PSHE7.39 know how to safely and responsibly form, maintain and manage positive relationships, including online</li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE

			<ul style="list-style-type: none"> <li>PSHE1.29 know how to respond safely to adults they don't know</li> </ul>			<ul style="list-style-type: none"> <li>PSHE4.18 know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</li> </ul>			<ul style="list-style-type: none"> <li>PSHE7.40 know how to safely and responsibly form, maintain and manage positive relationships, including online</li> </ul>
	<ul style="list-style-type: none"> <li>PSHER.35 know that an adult should be present when on the internet</li> </ul>		<ul style="list-style-type: none"> <li>PSHE1.30 know not to share personal information online</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.29 know that sometimes people may behave differently online, including by pretending to be someone they are not</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.22 know about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</li> </ul>				<ul style="list-style-type: none"> <li>PSHE7.41 know how to safely and responsibly form, maintain and manage positive relationships, including online</li> </ul>
<p>Respecting Self &amp; Others</p>	<ul style="list-style-type: none"> <li>PSHE1.15 know how to cooperate with familiar people e.g. turn taking</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.36 know what kind and unkind behaviour is and how this can affect others</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.31 know how to identify and moderate their own feelings, socially and emotionally</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.30 know how to treat themselves and others with respect and how to be polite and courteous</li> </ul>		<ul style="list-style-type: none"> <li>PSHE4.19 know that personal behaviour can affect other people; to recognise and model respectful behaviour online</li> </ul>	<ul style="list-style-type: none"> <li>PSHE5.20 know the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to</li> </ul>	<ul style="list-style-type: none"> <li>PSHE6.21 know about respecting the differences and similarities between people and recognising what they have in common with others (e.g. physically, in personality or background)</li> </ul>	<ul style="list-style-type: none"> <li>PSHE7.42 know the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE

	<ul style="list-style-type: none"> <li>PSHEN.36 know how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.37 know how to express feelings</li> <li>PSHER.38 know how to respect other people's needs, wants and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.32 know how to listen to others and play and work cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.31 know how to talk about and share their opinions on things that matter to them</li> <li>PSHE2.32 know ways in which they are the same and different to others</li> </ul>			<p>improve or support courteous, respectful relationships</p> <ul style="list-style-type: none"> <li>PSHE5.21 know how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> </ul>	<ul style="list-style-type: none"> <li>PSHE6.22 know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</li> </ul>	<ul style="list-style-type: none"> <li>PSHE7.43 know the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> </ul>
<p style="text-align: center;"><b>Shared Responsibilities</b></p>	<ul style="list-style-type: none"> <li>PSHEN.37 know how to follow simple rules without adult reminders</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.39 know how to follow simple rules and understand why they are important</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.33 know what rules are, why they are needed, and why different rules are needed for different situations</li> </ul>		<ul style="list-style-type: none"> <li>PSHE3.23 know reasons for rules and laws; consequences of not adhering to rules and laws</li> </ul>	<ul style="list-style-type: none"> <li>PSHE4.20 know there are human rights which are there to protect everyone</li> </ul>	<ul style="list-style-type: none"> <li>PSHE5.22 know about the relationship between rights and responsibilities</li> </ul>		
			<ul style="list-style-type: none"> <li>PSHE1.34 know how people and other living things have different needs, about the responsibilities of caring for them</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.33 know about things they can do to look after the environment</li> </ul>			<ul style="list-style-type: none"> <li>PSHE5.23 know 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</li> </ul>	<ul style="list-style-type: none"> <li>PSHE6.23 know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</li> </ul>	

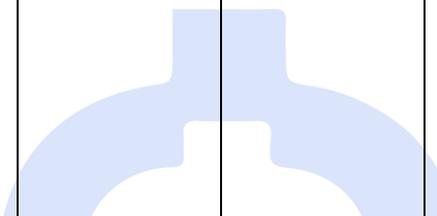
## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE

<p><b>Communities</b></p>	<ul style="list-style-type: none"> <li>• PSHEN.38 know they have responsibilities in Nursery</li> <li>• PSHEN.39 know that there are differences between people, such as skin colour, types of hair, gender, special needs and disabilities and so on</li> </ul>	<ul style="list-style-type: none"> <li>• PSHER.40 know they are part of a community</li> <li>• PSHER.41 know how to ask questions about differences between people, such as skin colour, types of hair, gender, special needs and disabilities and so on</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE1.35 know the ways they are the same as, and different to, other people</b></li> <li>• <b>PSHE1.36 know about different groups they belong to</b></li> </ul>	<ul style="list-style-type: none"> <li>• PSHE2.34 know about different roles and responsibilities people have in the community</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE3.24 know about the different groups that make up their community; what living in a community means</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE4.21 know the different contributions that people and groups make to the community</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE5.24 know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE6.24 know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</b></li> <li>• PSHE6.25 know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li> </ul>	
<p><b>Media Literacy &amp; Digital Resilience</b></p>			<ul style="list-style-type: none"> <li>• PSHE1.37 know how the internet and digital devices can be used safely to find things out and to communicate with others</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE2.35 know about the role of the internet in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE3.25 know ways in which the internet and social media can be used both positively and negatively</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE4.22 know about some of the different ways information and data is shared and used online, including for commercial purposes</b></li> </ul>	<ul style="list-style-type: none"> <li>• PSHE5.25 know things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE6.26 know how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</li> </ul>	
				<ul style="list-style-type: none"> <li>• PSHE2.36 know that not all information seen online is true</li> </ul>		<ul style="list-style-type: none"> <li>• PSHE4.23 know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE5.26 know how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected</b></li> </ul>		

## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE

							devices can share information		
<b>Economic Wellbeing: Money</b>	<ul style="list-style-type: none"> <li>PSHEN.40 know how to use money to buy objects, in imaginative play</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.42 know that money is needed to buy items in a shop</li> </ul>		<ul style="list-style-type: none"> <li>PSHE2.37 know that people make different choices about how to save and spend money</li> <li>PSHE2.38 know about the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.26 know about the different ways to pay for things and the choices people have about this</li> <li>PSHE3.27 know that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</li> </ul>	<ul style="list-style-type: none"> <li>PSHE4.24 know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</li> <li>PSHE4.25 know that people make spending decisions based on priorities, needs</li> </ul>	<ul style="list-style-type: none"> <li>PSHE5.27 know different ways to keep track of money</li> <li>PSHE5.28 know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</li> </ul>	<ul style="list-style-type: none"> <li>PSHE6.27 know 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</li> <li>PSHE6.28 know the ways that money can impact on people's feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>PSHE7.44 know how to assess and manage risk in relation to financial decisions that young people might make</li> <li>PSHE7.45 know about values and attitudes relating to finance, including debt</li> </ul>
<b>Economic Wellbeing: Aspirations, Work and Career</b>			<ul style="list-style-type: none"> <li>PSHE1.38 know that everyone has different strengths</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.39 know some of the strengths and interests someone might need to do different jobs</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.28 know positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> </ul>	<ul style="list-style-type: none"> <li>PSHE4.26 know about stereotypes in the workplace and that a person's career aspirations should not be limited by them</li> </ul>	<ul style="list-style-type: none"> <li>PSHE5.29 know some of the skills that will help them in their future careers (e.g. teamwork, communication and negotiation)</li> </ul>		<ul style="list-style-type: none"> <li>PSHE7.46 know the benefits of setting ambitious goals and being open to opportunities in all aspects of life</li> </ul>
<b>Economic Wellbeing: Aspirations, Work and Career</b>	<ul style="list-style-type: none"> <li>PSHEN.41 know and explore, through play, that people have jobs</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.43 know and explore, through play, differences in jobs</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.39 know that jobs help people to earn money to pay for things</li> </ul>	<ul style="list-style-type: none"> <li>PSHE2.40 know different jobs that people they know or people who work in the community do</li> </ul>	<ul style="list-style-type: none"> <li>PSHE3.29 know 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</li> </ul>	<ul style="list-style-type: none"> <li>PSHE4.27 know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or</li> </ul>	<ul style="list-style-type: none"> <li>PSHE5.30 know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do</li> </ul>	<ul style="list-style-type: none"> <li>PSHE6.29 know the kind of job that they might like to do when they are older</li> <li>PSHE6.30 know a variety of routes into careers (e.g. college, apprenticeship, university)</li> </ul>	<ul style="list-style-type: none"> <li>PSHE7.47 know about young people's employment rights and responsibilities</li> <li>PSHE7.48 know about different types and patterns of work, including</li> </ul>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE



businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

voluntary work which is unpaid

employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work

### PSHE/RSE Curriculum End Points

The KKPds are the input to the PSHE and RSE programme. The programme end points are the output. These end points capture the knowledge, skills and understanding that children should have at the end of each year. They build progressively over time so that pupils leave Year 6 well-prepared for the next stage of education with the knowledge and skills to keep themselves safe, and to make well-informed choices.

**For subject leaders,** they provide a clear overview of the end-of-year expectations for each year group, which will support the planning and assessment of the PSHE and RSE programme.

**For teachers,** they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KKPds. They support teachers to plan activities that help to develop pupils as well-informed young people of good character. They should be used to check what pupils know and how well they can apply this knowledge across the curriculum.

**For pupils,** they ensure that they receive an equitable PSHE and RSE programme which gives them the knowledge needed to be successful in their future studies.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Curriculum End Points</b>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KKPds for Nursery</p> <p>Explain how adults help keep us safe and that some strangers are safe and some not</p> <p>Identify simple parts of the body</p> <p>Understand that it is important to eat healthy foods and why we go to sleep</p> <p>Name things that make them happy and sad</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KKPds for Reception</p> <p>Recognise that all families are different</p> <p>Understand how to wash and brush teeth, exercise and sleep</p> <p>Name some people who can help you if you are sad or scared</p> <p>Name common things we can and can't touch and</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KKPds for Year 1</p> <p>Discuss people who love and care for us and how they do this</p> <p>Understand the harm of the sun on skin and how to stay safe from it</p> <p>Describe ways to make people feel good</p> <p>Identify the dangers of</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KKPds for Year 2</p> <p>Describe the basic rules of online safety and to tell a trusted adult about concerns</p> <p>Talk about what bullying is (and is not) and how to report to it</p> <p>Identify parts of body inc. external genitalia</p> <p>Describe what happens if you eat</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KKPds for Year 3</p> <p>Discuss different types of relationships</p> <p>Describe what germs do and how to minimise harm</p> <p>Identify effects and impacts of common legal drugs e.g. smoking, alcohol</p> <p>Understand different forms of consent</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KKPds for Year 4</p> <p>Explain the importance of commitment in a relationship</p> <p>Identify several things that influence what people eat</p> <p>Describe changes during puberty and function of reproductive organs</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KKPds for Year 5</p> <p>Explain the features of positive relationships and some common ways to reconcile disputes</p> <p>Explain that some people are attracted to the same sex and that sex and gender are different to this</p> <p>Identify that some groups of people are unfairly</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KKPds for Year 6</p> <p>Discuss how relationships can change over time</p> <p>Understand the term 'discrimination' and give an example.</p> <p>Describe how/when to get support with health issues, mental and/or physical</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KKPds for Year 7</p> <p>Discuss a range of different relationships and the importance of trust within these.</p> <p>Begin to take personal responsibility for their own health and wellbeing.</p> <p>Discuss the impact of divorce or separation</p>

## KEY KNOWLEDGE PROGRESSION DOCUMENT – PSHE and RSE

	<p>Identify some things that are dangerous e.g. fire, cars, medicines</p> <p>Recognise that everyone is different</p>	<p>which parts of our body are private</p> <p>Recognise everyone is part of a community</p> <p>Understand money can be used to buy things</p> <p>Name some of the jobs people do</p>	<p>electricity, fire and smoking</p> <p>Understand permission seeking</p> <p>Recognise they are part of many different groups</p> <p>Talk about how computers and the internet can be used to find out things and communicate</p>	<p>too many unhealthy foods</p> <p>Understand that people feel sad about loss/death</p> <p>Identify dangers of medicines</p> <p>Take appropriate action if an accident occurs (e.g. call 999)</p> <p>Recognise different roles and responsibilities in their community</p> <p>Recognise not everything online is true</p> <p>Understand the need/want difference</p>	<p>Understand how the internet and social media can be used positively and negatively</p> <p>Describe the sorts of skills people need to do different jobs</p>	<p>Explain the different contributions that people and groups make to the community</p> <p>Name some ways information can be shared and used and basic ways to assess information</p> <p>Understand some ways spending decisions affect others</p> <p>Discuss assumptions and stereotypes related to jobs</p>	<p>treated and that this is wrong.</p> <p>Discuss side effects of a lack of sleep on the body/mind/behaviour</p> <p>Manage feelings appropriately and understand that anyone can experience mental ill health</p> <p>Talk about the importance of hygiene in puberty</p> <p>Talk about the pressure to take illegal drugs</p> <p>Identify things that are appropriate/not to be shared on social media</p> <p>Identify a range of risks around money e.g. gambling</p>	<p>Anticipate things that make cause frustration or anger and ways to deal with them</p> <p>Talk about the process of reproduction and birth</p> <p>Describe stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>Identify a wide range of routes into careers and the + and – of different jobs</p>	<p>Use a range of coping strategies to regulate feelings and emotions.</p> <p>Understand sexual consent</p> <p>Understand young people's employment rights</p> <p>Maintain positive relationships, including online</p>
--	---	--	---	--	--	---	--	---	---