



Manor Primary School
PSHCE Progression of Knowledge and Understanding.

Exceptionality

Collaboration

Integrity

Respect

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PSHCE Progression of Knowledge and Understanding

Heath and Well being	
Birth to three	<ul style="list-style-type: none"> ✚ Show some awareness that some actions can hurt or harm others. ✚ Try to help or give comfort when others are distressed. ✚ Show an understanding and can cooperate with some boundaries and routines. ✚ Begin to show 'effortful control'. ✚ Separate from main carer with support and encouragement from a familiar adult. ✚ Find ways to calm themselves when being calmed and comforted by a key/familiar person. ✚ Have a growing ability to distract myself when upset. ✚ Express own feelings such as sad, happy, cross, scared, worried ✚ Respond to the feelings and wishes of others. ✚ Begin to notice and ask questions about differences
Nursery	<ul style="list-style-type: none"> ✚ Show an awareness of own feelings, and know that some actions and words can hurt others' feelings. ✚ Increasingly follow rules, understanding why they are important. ✚ Begin to understand how others might be feeling. ✚ Begin to accept the needs of others and can take turns and share resources, sometimes with support from others. ✚ Talk with others to solve conflicts.. ✚ Help to find solutions to conflicts and rivalries. ✚ Talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'. ✚ Become more outgoing with unfamiliar people, in the safe context of own setting. ✚ Show more confidence in new social situations. ✚ Welcome and value praise for what they have done. ✚ Confidently to talk to other children when playing, and will talk freely about own home and community.
Reception	<ul style="list-style-type: none"> ✚ Shows an understanding of own feelings and those of others, and begin to regulate my behaviour accordingly ✚ Set and work towards simple goals, being able to wait for what I want and control my 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. ✚ Talk about the things they enjoy, and am good at, and about the things they don't find easy. ✚ Resourceful in finding support when they need help or information. ✚ Begin to talk about the plans they have made to carry out activities and what they might change if they were to repeat them ✚ 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 my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ✚ Developing an understanding that someone else's point of view can be different from mine. ✚ Begin to resolve minor disagreements through listening to others to come up with a fair solution.

<p>Year 1</p>	<ul style="list-style-type: none"> ✚ Know a healthy lifestyle includes physical activity, rest, healthy eating and dental health. ✚ Know what they like and dislike and recognise that choices can have good and not so good consequences. ✚ Talk about good and not so good feelings. ✚ Talk about personal hygiene, know some diseases are spread and can be controlled and develop simple skills to help prevent diseases spreading. ✚ Know that household products, including medicines, can be harmful if not used properly. ✚ Understand the rules for and ways of keeping physically and emotionally safe including online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. ✚ Recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. ✚ Know what is meant by 'privacy' and the importance of respecting others' privacy.
<p>Year 2</p>	<ul style="list-style-type: none"> ✚ Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health. ✚ Recognise that choices can have good and not so good consequences. ✚ Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. ✚ Talk about the process of growing from young to old and how people's needs change. ✚ Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets ✚ Know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy
<p>Year 3</p>	<ul style="list-style-type: none"> ✚ Know what positively and negatively affects their physical, mental and emotional health. ✚ Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. ✚ Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. ✚ Know that bacteria and viruses can affect health and that following simple routines can reduce their spread. ✚ Know strategies for keeping safe online; the importance of protecting personal information, including passwords. ✚ Recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.
<p>Year 4</p>	<ul style="list-style-type: none"> ✚ Understand what positively and negatively affects their physical, mental and emotional health ✚ Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others ✚ Talk about how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know ✚ Know how their body will, and their emotions may, change as they approach and move through puberty ✚ Know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others ✚ Know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
<p>Year 5</p>	<ul style="list-style-type: none"> ✚ Talk about how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' ✚ Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves ✚ Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these ✚ Recognise how their increasing independence brings increased responsibility to keep themselves and others safe ✚ Understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media ✚ Know how their body will, and their emotions may, change as they approach and move through puberty ✚ Develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

	<ul style="list-style-type: none"> ✚ Know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
Year 6	<ul style="list-style-type: none"> ✚ Know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement ✚ Differentiate between the terms, 'risk', 'danger' and 'hazard' ✚ Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience ✚ Recognise how their increasing independence brings increased responsibility to keep themselves and others safe ✚ Understand what is meant by the term 'habit' and why habits can be hard to change ✚ Know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others ✚ Know how their body will, and their emotions may, change as they approach and move through puberty ✚ Know about human reproduction ✚ Talk about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact ✚ Talk about the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) ✚ Know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request
Key Stage 3	<ul style="list-style-type: none"> ✚ Know how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing ✚ Understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) ✚ Know the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health ✚ Know simple strategies to help build resilience to negative opinions, judgements and comments ✚ Recognise and manage internal and external influences on decisions which affect health and wellbeing

Relationships	
Birth to three	<ul style="list-style-type: none"> ✚ Interested in others' play and I am starting to join in. ✚ Seek out others to share experiences. ✚ Show affection and concern for people who are special to them. ✚ Begin to form friendships with other children.
Nursery	<ul style="list-style-type: none"> ✚ Play with one or more other children, extending and elaborating play ideas. ✚ Keep my play going by responding to what others are saying or doing. ✚ Demonstrate friendly behaviour, initiate conversations and form good relationships with peers and familiar adults. ✚ Develop a sense of responsibility and membership of a community.
Reception	<ul style="list-style-type: none"> ✚ Work and play cooperatively and take turns with others. ✚ Form positive attachments to adults and friendships with peers. ✚ Show sensitivity to own and to others' needs. ✚ Sometimes play group games with rules. ✚ Develop an understanding that someone else's point of view can be different from own. ✚ Begin to resolve minor disagreements through listening to others to come up with a fair solution.
Year 1	<ul style="list-style-type: none"> ✚ Communicate their feelings to others, to recognise how others show feelings and how to respond. ✚ Know the difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. ✚ Identify and respect the differences and similarities between people. ✚ Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond, including who to tell and how to tell them. ✚ Know that people's bodies and feelings can be hurt. ✚ Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.
Year 2	<ul style="list-style-type: none"> ✚ Recognise that their behaviour can affect other people. ✚ Recognise what is fair and unfair, kind and unkind, what is right and wrong. ✚ Listen to other people, play and work cooperatively (including strategies to resolve simple arguments through negotiation) ✚ Recognise when people are being unkind to either them or others, how to respond, who to tell and what to say. ✚ Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.
Year 3	<ul style="list-style-type: none"> ✚ Recognise different types of relationship, including those between acquaintances, friends, relatives and families. ✚ Know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age and sex (see 'protected characteristics' in the Equality Act 2010) ✚ Recognise and challenge stereotypes. ✚ Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).
Year 4	<ul style="list-style-type: none"> ✚ Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships ✚ Recognise different types of relationship, including those between acquaintances, friends, relatives and families ✚ Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view ✚ Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves ✚ Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

<p>Year 5</p>	<ul style="list-style-type: none"> ✚ Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships ✚ Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support ✚ Judge what kind of physical contact is acceptable or unacceptable and how to respond ✚ Develop the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' ✚ Recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) ✚ Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) ✚ Recognise bullying and abuse in all its forms (including pre-judice-based bullying both in person, online and through social media) ✚ Understand personal boundaries; to identify what they are willing to share with their most special people, friends; classmates and others; and that we all have rights to privacy v
<p>Year 6</p>	<ul style="list-style-type: none"> ✚ Understand that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment ✚ Understand that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves ✚ Develop the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' ✚ Recognise and challenge stereotypes ✚ Know about the difference between, and the terms associated with, sex, gender identity and sexual orientation ✚ Recognise bullying and abuse in all its forms (including pre-judice-based bullying both in person, online and through social media)
<p>Key Stage 3</p>	<ul style="list-style-type: none"> ✚ Know about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them ✚ Know the indicators of positive, healthy relationships and unhealthy relationships, including online ✚ Know about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R4. the difference between biological sex, gender identity and sexual orientation ✚ Recognise that sexual attraction and sexuality are diverse ✚ Know how the media portrays relationships and the potential impact of this on people's expectations of relationships

Living in the wider world – Economic wellbeing and being a responsible citizen

Birth to three	<ul style="list-style-type: none"> ✦ Make connections between the features of their family and other families ✦ Notice differences between people.
Nursery	<ul style="list-style-type: none"> ✦ Begin to make sense of their own life-story and family's history. ✦ Begin to understand the need to respect and care for the natural environment and all living things. ✦ Continue developing positive attitudes about the differences between people.
Reception	<ul style="list-style-type: none"> ✦ See themselves as a valuable individual. ✦ Build constructive and respectful relationships. ✦ Talk about members of their immediate family and community. ✦ Understand that some places are special to members of their community. ✦ Recognise some similarities and differences between life in this country and life in other countries.
Year 1	<ul style="list-style-type: none"> ✦ Talk about how they can contribute to the life of the classroom and school ✦ Know that they belong to different groups and communities such as family and school ✦ Recognise about ways in which they are all unique ✦ Understand ways in which we are the same as all other people; what we have in common with everyone else ✦ Talk about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.
Year 2	<ul style="list-style-type: none"> ✦ Research, discuss topical issues, problems and events that are of concern to them ✦ Realise the consequences of aggressive and harmful behaviours such as bullying of individuals and communities. ✦ Know that they have different kinds of responsibilities, rights and duties at home, at school, in the community. ✦ Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. ✦ Know what being part of a community means, and about the varied institutions that support communities locally.
Year 3	<ul style="list-style-type: none"> ✦ Research and discuss topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people ✦ Know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules ✦ Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child ✦ Know that they have different kinds of responsibilities, rights and duties at home, at school and in the community ✦ Know what being part of a community means, and about the varied institutions that support communities locally and nationally
Year 4	<ul style="list-style-type: none"> ✦ Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child ✦ Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk ✦ Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices ✦ Learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer ✦ Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' ✦ Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
Year 5	<ul style="list-style-type: none"> ✦ Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

	<ul style="list-style-type: none"> ✚ Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk ✚ Know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities ✚ Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices ✚ Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom ✚ Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world ✚ Critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others
Year 6	<ul style="list-style-type: none"> ✚ Know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices ✚ Consider the lives of people living in other places, and people with different values and customs ✚ Know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer ✚ Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) ✚ Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world ✚ Know what is meant by enterprise and begin to develop enterprise skills
Key Stage 3	<ul style="list-style-type: none"> ✚ Review their strengths, interests, skills, qualities and values and how to develop them ✚ Set realistic yet ambitious targets and goals ✚ Identify the skills and attributes that employers value ✚ Know the skills and qualities required to engage in enterprise ✚ Understand the importance and benefits of being a lifelong learner