	Flanshaw Junior, Infant and Nursery School **Knowledge, Skills and Vocabulary Progression (KSV): PSHE / RSE**						
Teaching and Learning area	**Knowledge and Skill Progression** **What should an age-related pupil know and be able to do in each year group?** **Bold**-Knowledge fundamental **Highlight**-Cross curricular link purple font – Relationships and Sex Education **Additional content**						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships – Feelings and emotions/valuing difference	Identify own feelings and begin to identify the feelings of others. **Begin to understand that people like different things.** Explain that people grow from young to old. Know and talk about how far they have come from the start of nursery/ Reception.	Learn about a wide range of feelings Identify special people in their lives **Know what fair and unfair means** **Know what kind and unkind means** **Understand the difference between right and wrong**	Know a wide range of feelings and how to manage them **Learn how to be sensitive to the feelings of others** Know how different types of behaviour affects others Understand how special people make a difference to our lives **Understand how people's bodies**	**Know appropriate responses to a wider range of feelings in others** Understand the concept of keeping something confidential or secret and when they should or should not agree to keeping a secret Identify differences and similarities between people	**Know appropriate responses to a wider range of feelings in others** Understand the concept of keeping something confidential or secret Identify differences and similarities between people Learn how to challenge stereotyping **Learn about respecting the views**	**Learn how to respond appropriately to a wider range of feelings in others** Learn about keeping things confidential or secret and when they should or should not agree to keeping a secret **Learn how to manage and maintain relationships** **Know how to communicate respectfully**	**Learn how to respond appropriately to a wider range of feelings in others** Know about keeping things confidential or secret Know how to challenge stereotypes Identify and understand the differences and similarities between people Understanding what discrimination is and why it is wrong.

	Respecting similarities and difference in others.	**Understand how people's bodies and feelings can be hurt** **Learn about sharing opinions and views through peer and class discussion** **Learn about differences and similarities between people**	**and feelings can be hurt** **Know what fair and unfair means** **Understand the impact of kindness and unkindness on self and others** Know the difference between right and wrong **Learn how to share opinions and explain personal viewpoints** **Know how to take part in a simple class debate**	Understand what is meant by a 'stereotype'	**of others' and knowing when/how to challenge points of view when appropriate**	Identify and understand the differences and similarities between people Understand that a family can have different members in for different households	
Vocabulary	Feelings, Young, Old, Growing, changing, similarities, differences	Feelings, Communicate, Empathy, Sharing, Discussion, Views, Opinions, People, Similarities, Differences, Bodies Hurt, Comfortable, Bullying		Feelings, Empathy, Recognising others, Confidentiality, Secrets, Surprises, Personal safety, Listening, Viewpoints, Opinions, Respect, People, Identity Similarities, Differences, Equality, Dare, Challenges, Stereotypes		feelings, empathy, recognising others' feelings confidentiality, secrets, surprises, personal safety listening, viewpoints, opinions, respect people, equality, identity, stereotypes, discrimination, bullying, discrimination, aggressive behaviour dares, challenges	

Relationships – Healthy relationships ***Anti-Bullying Week* (HT2)**	**Know and understand the classroom rules and expectations.** To take turns and share. Listen to others. **Recognise what they like and dislike and what** is right and wrong. **Listen to other people, and play and work cooperatively.** **Understand how to negotiate and solve problems without aggression.** To know what bullying is and that it is wrong. (Verbal bullying). Describe themselves in positive terms and talk about	Know the difference between a secret and a surprise **Know how to listen to others and play cooperatively** Understand what is meant by an appropriate and inappropriate touch Learn about different types of teasing and bullying and why they are wrong and unacceptable (Physical bullying). Learn how to deal with teasing and bullying	Understand the importance of not keeping adults' secrets, only surprises (Pants are private NSPCC) **Learn the importance of listening to other people and find ways to resolve disagreements** Understand what is meant by appropriate and inappropriate touch Know ways to resist teasing and bullying and how coping strategies can be used (Physical bullying).	Learn how to develop and maintain healthy relationships Know about personal space and how this can make them feel comfortable or uncomfortable and to respect other people's personal space Know how our actions can affect ourselves and others Understand the nature and consequences of hurtful behaviour and bullying (cyber bullying). Learn how to recognise and manage dares and peer pressure **Know about different types of relationships** **Learn how to solve disputes and conflict**	Learn how to develp and maintain positive, healthy relationships Understand what is meant by acceptable and unacceptable physical contact and how to respond to unacceptable physical contact Understand how our actions can affect ourselves and others Know about the nature and consequences of hurtful behaviour and bullying and ways in which people may be discriminated against (cyber bullying). Learn how to recognise and manage dares and peer pressure **Know about different types of relationships**	Know what constitutes a positive, healthy relationship **Understand how our actions can affect ourselves and others** **Know about different types of relationships (friends, families, couples, marriage, civil partnership)** Know about acceptable/unacceptable physical contact and how to respond Know discrimination, teasing, bullying and aggressive behaviour and its effect on others (Racist bullying). Learn how to manage 'dares' **Learn how to negotiate and compromise**	Know how to develop and maintain healthy relationships **Know about the consequences of our actions on ourselves and others (Homophobic bullying).** Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact **Know the importance of shared goals and how this can mean reliance on others** Recognising when a relationship is unhealthy Personal boundaries and the right to privacy **Know about different types of relationships including marriage between two people of the same or opposite sex, civil partnerships**

	their own abilities.			**through negotiation and appropriate Compromise**	**Learn how to solve disputes and conflict through negotiation and appropriate compromise** **Learn how to work collaboratively towards shared goals**		That they have the right to choose the person that they marry Understand that marriage, arranged marriage and civil partnership is between two people who willingly agree **Develop communication and negotiation skills**
Vocabulary	Classroom rules Sharing, Take turns, Listening	Secrets, Surprises, Safety, Cooperating, Resolving arguments, Special people, Caring, Physical contact, Touch, Acceptable, Unacceptable		Friendships, Families, Couples, Positive relationships, Actions, Behaviour, Consequence, Physical contact, Touch, Acceptable, Unacceptable, Collaborative working, Shared goals, Disputes, Conflict, Feedback, Support, Negotiation, Compromise, Privacy, Sharing, Personal boundaries, Feelings, positive, negative, good and bad, trust, help, support, happy, sad		Friendships, families, couples, positive relationships, unhealthy, pressure committed loving relationships, civil partnerships, marriage, behaviour, consequences, physical contact, touch, acceptable, unacceptable collaborative working, shared goals disputes, conflict, feedback, support, negotiation, compromise, privacy, sharing, personal boundaries, Ground rules, boyfriend, girlfriend, emotions, friendships, self-esteem.	
Health and wellbeing- Keeping safe ***Online Safety Week* (HT3)**	**Know how important it is to hold an adult's hand when crossing a road.** **Know and understand about the harmful aspects of some household products and medicines**	**Learn about what goes onto and into our bodies (both good and harmful)** Learn about people who take care of them and family networks they belong to	**Know the importance of keeping safe in different situations** Learn the different rules for keeping safe (Road, environment. Online, in unfamiliar situations)	**Know the school rules for health and safety.** **Know where and how to get help.** Know who they can trust to take care of their bodies **Learn about risk, danger and hazard.**	**Know the school rules for health and safety** **Know where and how to get help** Know which people help them stay healthy and safe. **Learn about risk, danger and hazard**	Learn about personal safety and the importance of protecting personal information online **Know the school rules for health and safety and what to do in an emergency** Know how to get support if they have	Know about personal safety and the importance of protecting personal information online Understand the importance of protecting images of the pupils themselves and others

	Understand the need for safety when using school equipment. **People Who Help Us - Police** Keep private parts private.	**Know rules we have for keeping safe** **Learn different ways of keeping physically and emotionally safe**	**Understand the shared responsibility for keeping themselves and others safe and the steps they can take to ensure safety in class, on playground, around school and at home**	Learn about physical, emotional and online safety and the importance of personal safety Know they have the right to protect their bodies from unwanted contact Understand what consent is Learn different kinds of negative pressure and techniques to resist it.	Learn about physical, emotional and online safety and the importance of personal safety Learn strategies that keep us safe (consent) Learn how pressure is exerted and how it can be resisted	fears for themselves or their peers **Know about risk in different familiar situations and strategies for managing risk** how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this Understand what is meant by a habit and how habits are hard to change Know about commonly available substances and drugs (including alcohol and tobacco) and some of the risks and effects of these.	**Learn about independence and increased responsibility** **Learn about risk in different unfamiliar situations and strategies for managing risk and how this can build resilience** Know about different influences on behaviour and peer pressure and media influence Know the effects of legal and illegal substances and drugs (including alcohol and tobacco) Learn habits in relation to tobacco, alcohol and drug misuse.
Vocabulary	Danger, safe, unsafe, rules, help, online safety, Police	Risk, Danger, hazard, responsibility, safety, keeping safe, physically safe, emotionally safe, bullying, online safety.		Risk, Danger, Hazard, Responsibility, Safety, Pressure, Managing pressure, Influences, Media, Help, Rules, Online safety, Personal information, Passwords, Images, Advice, Support, Asking for help		Risk, danger, hazard, responsibility, safety, pressure, managing pressure, influences, media, help, rules, abuse, online, personal information, passwords, images, advice, support, asking for help, mobile phones, responsibility, safe use, NO, risk , grooming	

Health and wellbeing – Healthy lifestyles / Growing and Changing ***Healthy week* (HT4)**	**Understand that being healthy involves exercising, healthy eating, good hygiene and a good night's sleep.** **Know that we should eat five portions of fruit and vegetables a day.** **Understand that we need to brush our teeth twice a day.** Understand that it is important to wash our hands.	**Learn about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)** Learn about different kinds of feelings we may have and different ways we can manage these feelings **Understand basic personal hygiene routines** Learn about the spread of infections Learn about growing from young to old Learn the correct names for the main parts of the body	Know about the benefits of a healthy lifestyle and different ways to stay healthy Learn different kinds of feelings that are good and not so good and how we can use simple strategies to manage feelings **Learn about basic personal hygiene routines** Know the biological differences between male and female and about the importance of respecting differences and similarities between boys and girls Learn about the roles of medicines	**Learn to make informed choices in relation to their health** **Learn about opportunities they have to make their own choices about food** **Know what makes up a balanced diet** Know all about bacteria and viruses and how to reduce the spread of bacteria and viruses Know ways to celebrate achievements Know about personal strengths and areas for development Learn about the kinds of change that happen in life	**Learn about the choices that promote health and wellbeing** **Learn what to include to make a diet 'balanced'** **Know what influences their choices about food** Learn how simple routines reduce the spread of bacteria and viruses Learn about puberty and body changes (Girls only) Know about the consequences of choices (positive, neutral and negative) Understand the kinds of change they or family or friends have experienced Understand that loss can come in many forms	**Know the choices they can make about health and wellbeing and what influences their choices** Learn about goal setting and the importance of having high aspirations Know how to help others feel valued Know words that help to describe the range and intensity of their feelings to others Learn about puberty and body changes (Girls only) Learn human reproduction in the context of the human lifecycle Know how a baby is made and how it grows	**Know about the positive and negative influences on health and wellbeing and how the media influences can affect choices** Know how emotions may be conflicting and the need to listen to their emotions or overcome them Learn how to cope with change and how this relates to bereavement and the process of grieving Learn about different ways of achieving personal goals and how having high aspirations can support personal achievements Know about puberty and body changes and how body image is reflected in the media Learn about human reproduction and that pregnancy can be prevented and is shared responsibility

		Know similarities and differences between boys and girls					How to access confidential advice and support networks. To understand the terms abortion and miscarriage.
Vocabulary	Healthy eating, Sleep, 5 a day, Fruit and vegetables, Hygiene	Healthy eating, Rest, Sleep, 5 a day, Exercise, Balanced diet, Hygiene, Germs, Body parts, Health, Likes, Dislikes, Choices, Achievements, Strength, Goals Feelings, Managing feelings, Change, Loss, Hygiene, Cleanliness, Young to old, Independent, Body parts		Health, Wellbeing , Balanced diet, Food, Influences, Media, Images , Reality/fantasy, True/false, Achievements , Aspirations , Goals, Strengths ,Target setting, Conflicting emotions, Feelings, Managing feelings, Change, Transition , Loss , Separation Divorce, Bereavement, Bacteria, Virus, Hygiene routine, Habits, Drugs, Alcohol, Tobacco, Medicines, Caffeine, Puberty, Physical and emotional changes, puberty (Girls only)		balanced diet, choices, food, influences media, images, reality/fantasy, true/false achievements, aspirations, goals, strengths target-setting, conflicting emotions, feelings, managing feelings ,change, transitions, loss, separation, divorce, bereavement, bacteria, viruses, hygiene routines habits, drugs, alcohol, tobacco, medicines, caffeine puberty, physical and emotional changes human reproduction, babies, pregnancy, contraception, parents/carers, abortion, miscarriage, prevention	
Living in the wider world- right and responsibilities ***Primary Futures* (HT 5)** ALSO SEE PRIMARY FUTURES KSV	Follow rules for their classroom, and to understand how rules help them. **Understand rewards and consequences.** Know the group and class rules Understand the needs of people	Know how to contribute to the life of the classroom Know the group and class rules Understand the needs of people and other living things	Know the skills necessary to contribute to the life of the classroom Understand how class rules help us Learn about the responsibilities they have for others	Learn how to discuss and debate issues concerning health and wellbeing **Learn about the ways in which rules and laws keep us safe** **Understand that children have their own rights and that these should be met by law - UN**	Learn how to take part in making and changing rules **Know the consequences of anti-social behaviours** Learn about resolving differences Learn about different kinds of responsibilities and rights	Know about topical issues, problems and events concerning health and wellbeing **Learn about rules and laws** **Understand that everyone has human rights and that children have their own set of human rights-UN convention on the rights of the child.**	Learn about topical issues concerning health and wellbeing and to research and make recommendations on topical issues **Know about rules and laws and about democracy and the British parliament** **Understand that everyone has human rights and what**

	and other living things **Understand what the rights of children are** Identify groups and communities that they belong to Can talk about what they want to be when they grow older.	Identify groups and communities that they belong to **Understand what the rights of children are** Understand the concepts of 'needs' and 'wants' Can talk about what they want to be when they grow older. Can talk about their goals and aspirations.	Identify groups and communities that they belong to **To understand what the rights of children are and that these rights should be met by law.** Understand the concepts of 'needs' and 'wants' and begin to explore the experiences of children in other countries and cultures. Can talk about their goals and aspirations. Knows everyone has different skills that make them unique.	**convention on the rights of the child.** Understand the concepts of 'needs' and 'wants' and explore the experiences of children in other countries and cultures. Know that human **rights take precedence over other national laws, family and community practices** **Understand that different cultures can have different practices and traditions** **Learn about the range of national, regional, religious and ethnic identities in the UK and that everyone has the right to basic needs.** Knows everyone has different skills that make them unique.	**Know that everyone has human rights and that some are specifically for children -UN convention on the rights of the child.** **Understand that human rights take precedence over other national laws, family and community practices** Understand the concepts of 'needs' and 'wants' and explore the experiences of children in other countries and cultures. Knows everyone has different skills that make them unique. Able to identify what skills they are good at.	**Know that human rights take precedence over other national laws, family and community practices and that some cultural practices are against British law** Learn about different kinds of responsibilities, rights and duties. Understand that adults have the responsibility to ensure that children's' needs are met. **Learn about the range of national, regional, religious and ethnic identities in the UK** Know how the media present information. Understands that everyone have different skills that help them succeed in different jobs. Knows that different job roles require different life skills. Able to aspire and work towards a personal goal.	**happens when human rights are not respected** **Understand that children have their own rights and that these should be met by law - UN convention on the rights of the child.** **Know that different cultures can have different practices and traditions and that these may be illegal and against a person's human rights** **Learn about the range of national, regional, religious and ethnic identities in the UK** Know how the media present information. Know that children have the right to reliable information from the media Understands that everyone have different skills that help them succeed in different jobs.

				Able to identify what skills they are good at.			Knows that different job roles require different life skills. Able to aspire and work towards a personal goal.
	Classroom rules, rewards, consequences, rights	Classroom rules, Rights, Responsibilities, Needs, Groups, Communities, Roles, Everybody, Individual, Unique, Special, People, Similarities, Community, Special people, Help, Emergencies		Discussion, Debate, Problems, Events, Topical issues, Rules, Making and changing rules, Human rights, Children's rights, Anti-social behaviour, Aggression, Bullying, Discrimination, Resolving difference, Points of view, Decisions, Choices, Communities, Volunteers, Pressure groups, Diversity Identity, People, Places, values, Customs, Media, Social media, Information		discussion, debate, topical issues, problems, events rules, laws, making and changing rules human rights, children's rights, practices against human rights, anti-social behaviour, aggression, bullying, discrimination, resolving difference, points of view, decisions, choices, communities, volunteers, pressure groups, health, wellbeing, communities, volunteers, pressure groups, health, wellbeing people, places, values, customs, media, social media, information, forwarding	
Living in the wider world – Taking care of the environment/Money matters ***Summer Fair enterprise task* (HT6)**	Begin to use everyday language related to money. **Know the names of coins.** Identify and talk about features of their own environment. Identify and explain how environments are the same or different.	Know what improves and harms their local, natural and built environments **Know where money comes from and what it is used for** Understand the role of money in their lives	Know what improves and harms their local, natural and built environments **Know what money can be used for** Understand the role of money in their lives Understanding saving/spending money	Learn about topical issues, problems and events concerning health and wellbeing Know the rights, responsibilities and duties we have to take care of the environment **Know about being part of a community** **Know about concepts related to money**	Learn about topical issues, problems and events concerning health and wellbeing Understand what it means to be part of a community and about different groups that support communities Learn how other people live in different parts of the world	**Know about the varied institutions that support communities locally** **Learn about the role of voluntary and community groups** Learn about the lives of people living in other places and about the allocation of Earth's resources **Understand how finance plays an important part in people's lives**	**Learn about the varied institutions that support communities locally** **Learn about the role of voluntary and community groups** Learn about the lives of people living in other places and about the allocation of the earth's resources **Know how finance plays an important part in people's lives**

	Talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for the environment and knows how people can take care of their environment (recycling, not littering, planting trees etc).			Know what it means to be 'enterprising'	Understand the role of money in their own and others' lives Know what is meant by 'enterprising'	**Understand 'interest', 'loan' and 'debt' and about money management** Know the skills that make someone 'enterprising'	**Understand that money is deducted from earnings to provide things that we all need** Learn about enterprise and its importance for work and society
	Money, coins, environment, plants, animals.	Environment ,Money, Spending , Saving Safety, Natural environment		Rights, Duties, Home, School, Environment, Money, Spending, Saving, Budgeting, Interest, Loan, Tax, Debt, Resources, Sustainability, Choices, Enterprise, Enterprise skills, Entrepreneurs,		rights, duties, home, school, environment Money, Spending, Saving, Budgeting, Interest, Loan, Tax, Debt, Resources, Sustainability, Choices, Enterprise, Enterprise skills, Entrepreneurs	