



PSHE Curriculum Disciplinary Knowledge Progression Map



Curriculum Requirements

KS1

Pupils should develop knowledge about –

- Healthy relationships
- Valuing differences
- Living in the wider community
- Keeping safe
- Health and well-being
- Basic First Aid
- Growing and changing

They should –

- be able to talk about their own needs, wants and interests
- share opinions and beliefs and be considerate of others'
- be able to form positive relationships with children and adults
- be able to resolve minor conflicts and reach a mutual agreement
- know how to seek support when needed

EYFS Prior Knowledge before starting KS1:

- knowing what a feeling is
- doing nice things make us happy
- to know that we are all different in many ways (hair, skin, religion, families)
- being kind to others make us happy
- There are four seasons

EYFS Prior Skills before starting KS1:

- to be able to share feelings with others
- to talk about what I'm good at and what I enjoy
- to be able to identify differences between myself and my friend
- to know how to be kind and help others
- to be able to listen and take turns
- to describe the seasons

KS1 PSHE Strands outlined in the Children and Social Work Act 2017

Relationships

Health and well-being

Living in the wider community

Each aspect (key knowledge and skill) of the FHIS PSHE curriculum is colour coded to show progression within and across year groups. Key Knowledge and Skills are shown down the side and experiences at the bottom of the page.

Year 1

KS1 Knowledge End Points: j	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 1	Spring 1	Summer 1
	Learning Adventure	Outside and Inside Waste Warriors	Globe Trotters Nature Lovers	Health Heroes Water Wizards
	Key Substantive Knowledge	<ul style="list-style-type: none"> Describe different feelings and how they can make our bodies feel. To know some strategies of dealing with 'not so good' feelings. To understand how our actions can hurt the feelings of others. To recognise the special qualities in family and friends. To know which special people keep us safe and how. To know the key differences between teasing, being unkind and bullying. To recognise that everyone is different and will have different thoughts and ideas. To celebrate and begin to show empathy for those who are different. To identify those who are special to them (and their special qualities). To identify ways in which we can show kindness towards others and how that makes them feel. 	<ul style="list-style-type: none"> To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. To recognise emotions and physical feelings associated with feeling unsafe. To learn the PANTS rule and which parts of my body are private. To understand that medicines can sometimes make people feel better when they're ill. To talk about safety and responsibility around medicines. We respect each other in school and in the wider community To know how to look after the local community Families and people who care for me that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. To know how we earn money and the importance of saving 	<ul style="list-style-type: none"> To identify ways of taking care of their health. To identify how others take care of their environment. To take care of something or someone else. To talk about the importance of looking after money. To learn what to do when someone is injured. To think of what babies need to stay happy and healthy. To identify the changes they have made since they were a baby. To identify the difference between a surprise and a secret. To identify who they can talk to about secrets. To identify some internal organs and systems and those body parts which are private. To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.
<p>Health and well-being:</p> <ul style="list-style-type: none"> self confidence needs to be built upon online safety a healthy life style to know what a healthy lifestyle looks like <p>Growth and changing</p> <ul style="list-style-type: none"> Rights and responsibilities <p>Relationships:</p> <ul style="list-style-type: none"> families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <p>Living in the wider community:</p> <ul style="list-style-type: none"> how we are all different but share common values we have a collective responsibility to look after our community people work and are paid in money saving money helps us to plan for our future 				

<p>KS1 Skills End Points:</p> <p>Children will be able to –</p> <ul style="list-style-type: none"> critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. ask for advice or help for themselves or others, and to keep trying until they are heard. report concerns or abuse, and the vocabulary and confidence needed to do so seek advice e.g. family, school and/or other sources to be able to set achievable goals and know what steps need to be taken in order to achieve them 	<p>Key Components</p>	<ul style="list-style-type: none"> I can recognise and be sensitive to the differences of others. I can name people who help me and describe ways to help others. I can talk about feelings and what can cause them. I can tell you which trusted adults I can ask for help. I can help a friend if they are sad or worried. I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not to me. I can talk about what bullying is. I can say ways to show kindness towards others. 	<ul style="list-style-type: none"> I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) I can say what I can do if I have strong, but not so good feelings, to help me stay safe I can say 'no' to unwanted touch and ask for help from a trusted adult. I can say when medicines can be helpful or might be harmful. I can tell you how to stay safe around medicine. 	<ul style="list-style-type: none"> I can wash my hands correctly. I can name ways to look after my home and school. I can look after a special person or thing. I can tell you some things that money is spent on. I can get help if someone has hurt themselves. I can tell you some things that babies need. I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. I can name the body parts girls and boys have that are the same and which body parts are different. I can name the adults I can talk to at home and school if I need help.
School Experiences				
<ul style="list-style-type: none"> Road safety training RE SMART days to learn about other cultures and valuing differences Cinema trip enrichment 		<ul style="list-style-type: none"> Children will learn about their school environment and how to look after it by walking around school School governor visit- Rachel and Jax 	<ul style="list-style-type: none"> Walk to DCP looking at our local environment, how to look after it and applying our knowledge of road safety First Aid training 	

Year 2				
KS1 Knowledge End Points:	Term	Autumn	Spring	Summer
<p>Health and well-being:</p> <ul style="list-style-type: none"> Growth and changing Rights and responsibilities 	Half Term Coverage	Autumn 1 (6-7lessons)	Spring 1 (4-5 lessons)	Summer 1 (5-6 lessons)
	Topic	Outside and Inside Waste Warriors	Globe Trotters Nature Lovers	Health Heroes Water Wizards

<p>Relationships:</p> <ul style="list-style-type: none"> families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <p>Living in the wider community:</p> <ul style="list-style-type: none"> how we are all different but share common values we have a collective responsibility to look after our community people work and are paid in money saving money helps us to plan for our future 	<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> Recognise that people have different ways of expressing their feelings To identify different ways to respond to the feelings of others. To recognise the differences between bullying, unkind behaviour or teasing. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset. To recognise a healthy friendship and its qualities To identify differences and similarities between others. Recognise and explain how a person's behaviour can affect other people. To learn and use different ways to show good listening. Explain how it feels to be part of a group and left out of a group. To recognise and talk about acts of kindness and how they can impact others. 	<ul style="list-style-type: none"> How do I make you welcome? How do I make sure everyone understands? How can we look after our community? How can I save energy What do I need, what do I want? Why do we need to save money? To explain simple issues of safety and responsibility about medicines and their use. To identify situations in which they would feel safe or unsafe To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation "To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. " To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch. 	<ul style="list-style-type: none"> To make informed choices about my health. To recognise my feelings and describe them. Sex education (check parental consent) To use correct names for body parts (boys and girls) To recognise what I am good at and set myself goals To know how to stay safe online. To know how to stay safe outside Explain the stages of the learning line showing an understanding of the learning process To understand the importance of good hand and dental hygiene. To recognise what the body needs to have energy and stay well. To identify parts of the body that process food and create energy.
<p>KS1 Skills and End Points: Children will be able to –</p> <ul style="list-style-type: none"> critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of 	<p>Key Component Knowledge</p>	<ul style="list-style-type: none"> I understand we have different ways to express our feelings. I can express my feelings in a safe, controlled way. I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. I can tell someone how they are making me feel. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. I can be respectful of those who are different to me. I can describe how someone can change someone's feelings. I can tell you why it is important to show good listening to people who think differently to me. I can name and suggest strategies to someone who feels left out. 	<ul style="list-style-type: none"> I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely. I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. I can say what I do and don't like and who to ask for help. I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. 	<ul style="list-style-type: none"> I can explain what happens when I learn something new. I can explain how setting a goal or goals will help me to achieve what I want to be able to do. I can explain how hand hygiene stops virus' and germs from spreading. I can give examples of what I can do and give to my body to stay healthy. I can name different parts of my body that are inside me and help to turn food into energy.

<p>being unsafe or feeling bad about any adult.</p> <ul style="list-style-type: none"> ask for advice or help for themselves or others, and to keep trying until they are heard. report concerns or abuse, and the vocabulary and confidence needed to do so seek advice e.g. family, school and/or other sources 		<ul style="list-style-type: none"> I can be kind and use kind words to my friends. 		
School Experiences				
	<ul style="list-style-type: none"> Road safety training RE SMART days to learn about other cultures and valuing differences Cinema trip enrichment 	<ul style="list-style-type: none"> Children will learn about their school environment and how to look after it by walking around school School governor visit- Rachel and Jax 	<ul style="list-style-type: none"> Walk to DCP looking at our local environment, how to look after it and applying our knowledge of road safety First Aid training 	

