

Skills & Knowledge Progression:



PSHE is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.



Early Years Foundation Stage

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PSHE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE.

The most relevant statements for PSHE are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

EYFS	
SELF-REGULATION: MY FEELINGS	Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.
SELF-REGULATION: LISTENING & FOLLOWING INSTRUCTIONS	Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do.
BUILDING RELATIONSHIPS: SPECIAL RELATIONSHIPS	Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.
BUILDING RELATIONSHIPS: MY FAMILY & FRIENDS	Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.
MANAGING SELF: TAKING ON CHALLENGES	Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practising “grounding” coping strategies.
MANAGING SELF: MY WELLBEING	Learning why exercise is important for our physical and mental; health, considering the effects of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.

MY LEARNING JOURNEY: PSHE & RSE

Topic	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
FAMILY & RELATIONSHIPS	<ul style="list-style-type: none"> • Introduction to RSE • What is family? • What are friendships? • Family & friends help & support each other • Making friends • Friendship problems. • Healthy friendships 	<ul style="list-style-type: none"> • Introduction to RSE • Families offer stability & love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss & change 	<ul style="list-style-type: none"> • Introduction to RSE • Healthy families • Friendships – conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping 	<ul style="list-style-type: none"> • Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss & change 	<ul style="list-style-type: none"> • Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying 	<ul style="list-style-type: none"> • Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss & change
SAFETY & THE CHANGING BODY	<ul style="list-style-type: none"> • Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe 	<ul style="list-style-type: none"> • The internet • Communicating online • Secrets & surprises • Appropriate contact • Road safety • Drug education 	<ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs. Alcohol & tobacco • Keeping safe out & about 	<ul style="list-style-type: none"> • Online restrictions • Share aware • Basic first aid • Privacy & secrecy • Consuming information online • The changing adolescent body (puberty) 	<ul style="list-style-type: none"> • Online friendships • Identifying online dangers • The changing adolescent body (puberty including menstruation) • First aid • Drug education 	<ul style="list-style-type: none"> • Drugs, alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth)

HEALTH & WELLBEING	<ul style="list-style-type: none"> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy 	<ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation • St5eps to success • Growth mindset • Healthy diet • Dental health 	<ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health 	<ul style="list-style-type: none"> • Diet & dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health 	<ul style="list-style-type: none"> • Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety 	<ul style="list-style-type: none"> • What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health
CITIZENSHIP	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> • Introduction to money • Caring for others / Animals • The needs of others <p>COMMUNITY:</p> <ul style="list-style-type: none"> • Similar yet different • belonging <p>DEMOCRACY:</p> <ul style="list-style-type: none"> • Democratic decisions 	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> • Rules beyond school • Our school environment • Our local environment <p>COMMUNITY:</p> <ul style="list-style-type: none"> • Job roles in our local community • Similar yet different: My local community <p>DEMOCRACY:</p> <ul style="list-style-type: none"> • School council • Giving my opinion 	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> • Rights of the child • Rights & responsibilities • recycling <p>COMMUNITY:</p> <ul style="list-style-type: none"> • local community groups • charity <p>DEMOCRACY:</p> <ul style="list-style-type: none"> • local democracy rules 	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> • what are human rights? • Caring for the environment <p>COMMUNITY:</p> <ul style="list-style-type: none"> • Community groups • Contributing • Diverse communities <p>DEMOCRACY:</p> <ul style="list-style-type: none"> • Local councillors 	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> • Breaking the law • Rights & responsibilities • Protecting the planet <p>COMMUNITY:</p> <ul style="list-style-type: none"> • Contributing to the community • Pressure groups <p>DEMOCRACY:</p> <ul style="list-style-type: none"> • parliament 	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> • human rights • food choices & the environment • caring for others <p>COMMUNITY:</p> <ul style="list-style-type: none"> • prejudice & discrimination • valuing diversity <p>DEMOCRACY:</p> <ul style="list-style-type: none"> • National democracy

ECONOMIC WELLBEING	<p>MONEY:</p> <ul style="list-style-type: none"> • Introduction to money • Looking after money • Banks & building societies • Saving & spending <p>CAREER & ASPIRATIONS:</p> <ul style="list-style-type: none"> • Jobs in school 	<p>MONEY:</p> <ul style="list-style-type: none"> • Where money comes from • Needs & wants • Wants & needs • Looking after money <p>CAREER & ASPIRATIONS:</p> <ul style="list-style-type: none"> • Jobs 	<p>MONEY:</p> <ul style="list-style-type: none"> • Ways of paying • Budgeting • How spending affects others • Impact of spending <p>CAREER & ASPIRATIONS:</p> <ul style="list-style-type: none"> • Jobs & careers • Gender & careers 	<p>MONEY:</p> <ul style="list-style-type: none"> • Spending choices / value for money • Keeping track of money • Looking after money <p>CAREER & ASPIRATIONS:</p> <ul style="list-style-type: none"> • Influences on career choices • Jobs for me 	<p>MONEY:</p> <ul style="list-style-type: none"> • Borrowing • Income & expenditure • Risks with money • Prioritising spending <p>CAREER & ASPIRATIONS:</p> <ul style="list-style-type: none"> • Stereotypes in the workplace 	<p>MONEY:</p> <ul style="list-style-type: none"> • Attitudes to money • Keeping money safe • Gambling <p>CAREER & ASPIRATIONS:</p> <ul style="list-style-type: none"> • What jobs are available • Career routes
TRANSITION / IDENTITY						<ul style="list-style-type: none"> • What is identity? • Identity & body image