



PSHE Knowledge Progression Map

	Autumn	Spring	Summer
Year 3	<p>Theme: <u>Rights and Responsibilities</u></p> <p>To define what a volunteer is and identify who are volunteers in the school community; Recognise some of the reasons people volunteer.</p> <p>To identify key people who are responsible for them to stay safe and healthy; suggest ways they can help these people.</p> <p>Understand the difference between fact and opinion; understand how an event can be perceived from different viewpoints; plan, draft and publish a recount using the appropriate language.</p> <p>Define what is meant by the environment; evaluate and explain different methods of looking after the school environment; devise methods of promoting their priority method.</p> <p>Understand the terms income, saving and spending; recognise there are times we can buy items we want and times we need to save for items; suggest items and services around the home that need to be paid for.</p> <p>Explain that people earn their income through their jobs; understand the amount people get paid is due to a range of factors.</p>	<p>Theme: <u>Keep myself Safe</u></p> <p>Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe.</p> <p>Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation.</p> <p>Identify risk factors in given situations; Suggest ways of reducing or managing those risks.</p> <p>Identify some key risks from and effects of cigarettes and alcohol; Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p>Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online and give examples of strategies for safe browsing online.</p> <p>Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this.</p> <p>Demonstrate strategies for assessing risks; Understand and explain decision-making skills.</p> <p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p>	<p>Theme: <u>Valuing Difference</u></p> <p>Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p>Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.</p> <p>Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <p>Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult).</p> <p>Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.</p>



<p>Year 4</p>	<p>Theme: <u>Rights and Responsibilities</u></p> <p>Explain how different people in the school and local community help them stay healthy and safe; define what is meant by being responsible; describe the various responsibilities of those who help them stay healthy and safe and suggest ways they can help the people.</p> <p>Understand that humans have rights and also responsibilities; identify some rights and also responsibilities that come with these.</p> <p>Understand the reason we have rules; suggest and engage with ways that they can contribute to the decision making process in school; recognise that everyone can make a difference within a democratic process.</p> <p>define the word influence; recognise that reports in the media can influence the way they think about a topic; form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</p> <p>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; recognise that they can play a role in influencing outcomes of situations by their actions.</p> <p>Understand some of the ways that various national and international environmental organisations work to help take care of the environment; understand and explain the value of this work.</p> <p>Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in</p>	<p>Theme: <u>Keep myself Safe</u></p> <p>To Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk.</p> <p>Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent.</p> <p>Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares.</p> <p>Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell and strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</p> <p>Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p> <p>Describe stages of identifying and managing risk and suggest people they can ask for help.</p> <p>Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p>	<p>Theme: <u>Valuing Difference</u></p> <p>Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p> <p>Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p> <p>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared.</p> <p>List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively.</p> <p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</p> <p>Understand and identify stereotypes, including those promoted in the media.</p>
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	<p>the school and in the home; Prioritise items of expenditure in the home from most essential to least essential.</p> <p>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential</p>		
<p>Year 5</p>	<p>Theme: <u>Keep myself Safe</u> Explain what a habit is, giving examples; Describe why and how a habit can be hard to change.</p> <p>Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk.</p> <p>Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying.</p> <p>Define what is meant by a dare; Explain why someone might give a dare and suggest ways of standing up to someone who gives a dare.</p> <p>Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation and suggest what someone should do when faced with a risky situation.</p> <p>Reflect on what information they share offline and online; Recognise that people aren't always</p>	<p>Theme: <u>Valuing Difference</u></p> <p>Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.</p> <p>Rehearse active listening skills: Demonstrate respectfulness in responding to others; Respond appropriately to others.</p> <p>Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged.</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between</p>	<p>Theme: <u>Rights and Responsibilities</u></p> <p>Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing.</p> <p>Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read.</p> <p>Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out.</p> <p>Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.</p> <p>State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product.</p>



	<p>who they say they are online and know how to protect personal information online</p> <p>Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</p> <p>Understand the actual norms around smoking and the reasons for common misperceptions of these.</p> <p>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p>	<p>sex, gender identity, gender expression and sexual orientation.</p> <p>Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.</p>	<p>Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.</p> <p>Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community.</p>
<p>Year 6</p>	<p>Theme: <u>Rights and Responsibilities</u></p> <p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it.</p> <p>Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives.</p> <p>Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the</p>	<p>Theme: <u>Valuing Difference</u></p> <p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers.</p> <p>Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied .</p> <p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p>	<p>Theme: <u>Keep myself Safe</u></p> <p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread.</p> <p>Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology.</p> <p>Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online.</p>



<p>costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term <i>interest</i>.</p> <p>Recognise and explain that different jobs have different levels of pay and the factors that influence this; Explain the different types of tax (income tax and VAT) which help to fund public services; Evaluate the different public services and compare their value.</p> <p>Explain what we mean by the terms voluntary, community and pressure (action) group; Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</p> <p>To learn 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</p> <p>Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way.</p> <p>To 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.</p>	<p>Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</p> <p>Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.</p>	<p>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</p> <p>Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country.</p> <p>Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country.</p> <p>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol.</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional need met.</p> <p>Understand and give examples of conflicting emotions; Understand and reflect on how independence and responsibility go together.</p>
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