RSE & PSHE

Progression of knowledge and skills

Subject leader overview Year 1 - Year 6 - Condensed curriculum

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Introduction

This document is to be used by those schools who are following our Condensed long-term plan.

It gives an overview of the skills and knowledge covered in each year group and strand across the units of lessons. Please note that, although our EYFS: Reception lessons are categorised under Self-regulation, Building relationships and Managing self units to match the EYFS:Framework, we have included organised skills and knowledge statements under the key areas we use throughout the rest of our scheme to more easily show progression between year groups.

Please note that the Condensed long-term plan does not cover all the skills and knowledge covered in our full scheme of work.

It does ensure that children are given opportunities to work towards all of the end of primary school targets set out in the RSE statutory guidance although we recommend that schools carefully assess pupils to decide whether any areas need covering in more depth (perhaps using our standard curriculum).

This document was last updated on 04.04.24. Please see here for the most up-to-date version.

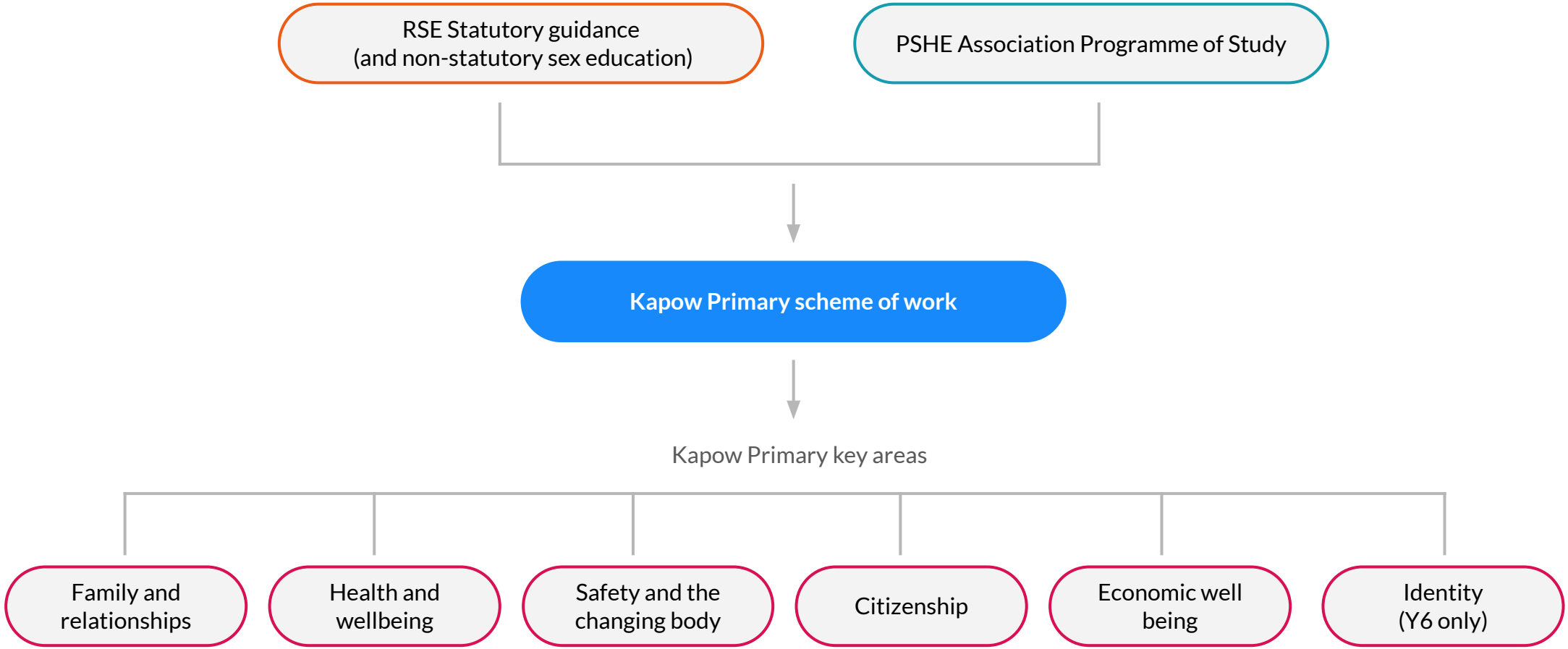
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Related resources:

If you have enough time, we recommend that you teach our standard RSE & PSHE Long-term plan and use the corresponding standard Progression of skills and knowledge.

If you are following our mixed-age curriculum for RSE & PSHE, please see the Progression of skills and knowledge - mixed-age.

How is Kapow Primary's RSE & PSHE scheme of work organised?



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Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Family	Talking about people that hold a special place in my life.	N/A	Exploring how families are different to each other.	To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.	Understanding ways to show respect for different families.	To know that families can be made up of different people. To know that families may be different to my family.
Friendships	Developing strategies to help when sharing with others. Exploring what makes a good friend.	To know that we share toys so that everyone feels involved and no one feels left out or upset.	Exploring how friendship problems can be overcome. Exploring friendly behaviours.	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.	Understanding difficulties in friendships and discussing action that can be taken.	To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.
Respectful relationships	Thinking about what it means to be a valued person. Exploring the differences between us that make each person unique. Considering the perspectives and feelings of others. Learning to work as a member of a team.	To understand that different people like different things. To understand that all people are valuable. .	N/A	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	Exploring the conventions of manners in different situations.	To understand what good manners are. To understand some stereotypes related to jobs.
Change and loss	N/A	N/A	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.

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Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Family	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	N/A	N/A
Friendships	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.
Respectful relationships	Identifying who I can trust. Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships. To understand that there are similarities and differences between people.	N/A	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.
Change and loss	N/A	N/A	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

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Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Family	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
Friendships	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
Respectful relationships	Exploring and questioning the assumptions we make about people based on how they look.	To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.
Change and loss	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.

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Sub-strand	EYFS		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily,	Learning how to wash hands properly. Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for my teeth.
Physical health and wellbeing	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important.	Exploring positive sleep habits.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal.	To understand the balance of foods we need to keep healthy.
Mental wellbeing	Identifying how characters within a story may be feeling. Identifying and expressing my own feelings. Exploring coping strategies to help regulate emotions. Exploring different facial expressions and identifying the different feelings they can represent. Exploring ways to moderate behaviour, socially and emotionally. Coping with challenge when problem solving.	To name some different feelings and emotions. To know that I am a valuable individual. To know that facial expressions can give us clues as to how a person is feeling. To know that I can learn from my mistakes. To know some strategies to calm down.	Identifying different ways to manage feelings.	To know that strengths are things we are good at. To know that qualities describe what we are like. To know the words to describe some positive and negative emotions.	Exploring strategies to manage different emotions. Developing empathy. Exploring the need for perseverance and developing a growth mindset.	To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them.

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Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Understanding why it is important to look after my teeth.	To understand ways to prevent tooth decay.	Developing independence in looking after my teeth.	To know key facts about dental health.
Physical health and wellbeing	Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	To know the different food groups and how much of each of them we should have to have a balanced diet.	N/A	N/A
Mental wellbeing	Being able to breakdown a problem into smaller parts to overcome it.	To understand the importance of belonging. To understand what a problem or barrier is and that these can be overcome.	Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.	To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health.

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Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Discussing ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness.
Physical health and wellbeing	Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.	To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality.	Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).
Mental wellbeing	Taking responsibility for my own feelings.	N/A	Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.

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Safety and the changing body

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Considering why it is important to follow rules. Exploring what it means to be a safe pedestrian.	To know that some rules are in place to keep us safe. To know how to behave safely on the pavement and when crossing roads with an adult.		To know that some types of physical contact are never appropriate.	Discussing the concept of privacy. Exploring ways to stay safe online.	To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises.
Drugs, alcohol and tobacco	N/A	N/A	Learning what is and is not safe to put in or on our bodies.	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.	Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.	To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.
The changing adolescent body	N/A	N/A	N/A	N/A	N/A	To know the names of parts of my body including private parts.
Basic first aid	N/A	N/A	Practising making an emergency phone call.	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.	N/A	N/A

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Safety and the changing body

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe.	To understand that cyberbullying is bullying which takes place online. To know the rules for being safe near roads.	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.	To understand that there are risks to sharing things online. To know the difference between private and public.
Drugs, alcohol and tobacco	Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.	To understand that other people can influence our choices.	Discussing the benefits of being a non-smoker.	To understand the risks associated with smoking tobacco.
The changing adolescent body	N/A	N/A	Discussing some physical and emotional changes during puberty.	To understand the physical changes to both male and female bodies as people grow from children to adults.
Basic first aid	Learning what to do in a medical emergency, including calling the emergency services.	To know that it is important to maintain the safety of myself and others, before giving first aid.	N/A	N/A

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Safety and the changing body

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.	Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.
Drugs, alcohol and tobacco	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
The changing adolescent body	Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
Basic first aid	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRSABC).

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EYFS (Reception)		Year 1		Year 2	
Skills	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**
Beginning to understand why rules are important in school.	To know that we have rules to keep everything fair, safe and enjoyable for everyone. To understand that we all have similarities and differences and that make us special. To know that we all have different beliefs and celebrate special times in different ways.	Recognising why rules are necessary. Exploring the differences between people.	To know the rules in school. To understand that people are all different.	Explaining why rules are in place. Learning how to discuss issues of concern to me.	To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To understand that everyone has similarities and differences.

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Year 3	
Skills	**Knowledge**
Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights.	To understand the UN Convention on the Rights of the Child. To know that the local council is responsible for looking after the local area. To know that elections are held where adults can vote for local councillors. To understand the role of charities in the community.

Year 4	
Skills	**Knowledge**
Discussing how we can help to protect human rights. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.	To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that there are a number of groups which make up the local community.

Year 5	
Skills	**Knowledge**
Developing an understanding of how parliament and Government work.	To know what happens when someone breaks the law. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.

Year 6	
Skills	**Knowledge**
Discussing how education and other human rights protect us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.	To know that education is an important human right. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors.

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Economic wellbeing

Year 1		Year 2		Year 3	
Skills	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**
Exploring how money is used by people. Exploring choices people make about money.	To know that people use money to buy things, including things they need and things they want. To know that coins and notes are types of money and have different values. To know that notes are higher in value than coins.	Identifying whether something is a want or need. Comparing and contrasting 'wants' and 'needs'.	To know some basic needs for survival, such as food, water and shelter. To know that saving money is when we keep some money and don't spend it straight away.	Contemplating budgeting benefits. Planning and calculating within a budget. Reflecting on future job based on goals.	To know that spending should be based on necessity, importance, and available budget. To know that budgeting is planning how to spend and save the money that you have available. To know that different jobs contribute to our society in different ways.
Year 4		**Year 5**		**Year 6**	
Skills	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**
Recognising value for money. Understanding differing opinions on spending. Exploring how to safeguard money effectively.	To know that getting value for money involves considering the cost, usefulness and quality of items. To know that purchases can be influenced by needs, wants, peer pressure, and advertising.	Discussing money risks and management. Implementing money safeguarding strategies.	To know that they should be cautious about sharing financial information.	Evaluating the suitability of different career paths. Aligning career options with personal interests and strengths.	To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way.

*Please note that there is no EYFS: Reception content related to the 'Economic wellbeing' key area.

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Year 6 only

Skills	Knowledge
Exploring how the media might influence our identity.	To know that identity is is the way we see ourselves and also how other people see us.

*Please note that there is no EYFS: Reception content which would come under these strands.

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This page shows recent updates that have been made to this document.

Date	Update
09.02.23	Added EYFS: Reception statements
17.01.24	Updated the Economic wellbeing key area statements to reflect newly refreshed units on the website (p. 15).
04.04.24	Updated colouring to match other subjects (Knowledge- grey, skills-white).

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