



Progression of Skills, Understanding and knowledge

PSHE – Changing and Growing

PSHRE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	Stage 1	Stage 2	Stage 3	Stage 4				
Baby to adult	<ul style="list-style-type: none"> Respond with curiosity to prompting about babies, what they look like and how they behave; about how we have changed since we were a baby. 	<ul style="list-style-type: none"> Identify some of the differences between a baby, child and adult. Describe how our needs have changed since we were a baby. 	<ul style="list-style-type: none"> Describe some of the things we can do now that we couldn't do when we were younger. 	<ul style="list-style-type: none"> Identify stages of the human life cycle. Explain how the needs of babies, children, adults and older people differ. 				
Changes at puberty	<ul style="list-style-type: none"> Respond with curiosity to adult prompting of the names for body parts and changes of puberty 	<ul style="list-style-type: none"> Recognise correct vocabulary for some of the main body parts, including genitalia. Recognise that bodies change as people become adults. 	<ul style="list-style-type: none"> Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate) Identify whom we can talk to about growing and changing. Describe some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation) 	<ul style="list-style-type: none"> Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes. Use correct vocabulary to name male and female reproductive organs. Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private. Recognise that people experience the physical and emotional changes of puberty over different lengths of time. Identify reliable sources of advice on growing and changing. 				
Dealing with touch	<ul style="list-style-type: none"> Respond with interest to stimuli about different kinds of daily physical contact we experience. Respond to adult modelling/visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us. 	<ul style="list-style-type: none"> Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection. Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched. Explain that our bodies belong to us and that we have a right to feel safe. Recognise the need to respect other people's bodies and to ask for permission before we touch them 	<ul style="list-style-type: none"> Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it). Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment. Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact. Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it. 	<ul style="list-style-type: none"> Explain that we have the right to protect our bodies from inappropriate/ unwanted touching. Explain how we can respect other people's right to protect their bodies from inappropriate/ unwanted touching. Explain when and whom to tell if we are worried, and the importance of persisting in telling until we feel comfortable and safe. Explain that our bodies should be looked after and that female genital mutilation (FGM) (removing or injuring female genitalia for nonmedical reasons) is wrong and illegal, even if some adults think it is necessary. Identify someone we could safely go to for help if we are worried about ourselves or someone else. 				
Different types of relationships	<ul style="list-style-type: none"> Respond to stimuli about some of the different kinds of relationships there are within families. Identify the people who make up our family. 	<ul style="list-style-type: none"> Give examples of different types of relationships Identify different types of family Recognise others' families in school may be different from their family. 	<ul style="list-style-type: none"> Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us. Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship. 	<ul style="list-style-type: none"> Recognise that two people in a long term relationship might live together or be married (or in a civil partnership); that getting married must always be a choice both people make together. Recognise that two people who love and care for one another may or may not have children. Identify some of the roles and responsibilities of parents and carers. Explain the features of a healthy and positive friendship or family relationship. Identify whom to tell if something in our family life makes us unhappy or worried. Recognise that relationships, including marriage and civil partnership, can be between people of any gender 				





Progression of Skills, Understanding and knowledge In PSHE – Changing and Growing

PSHRE	Year 7	Year 8
	Stage 5	
Puberty	<ul style="list-style-type: none">• Identify some of the different ways we have changed as we have grown older.• Describe some of the new opportunities and responsibilities we have experienced as we have grown older.• Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social)• Explain why puberty happens.• Describe the specific physical and emotional changes that happen during puberty	
Friendship	<ul style="list-style-type: none">• Identify different kinds of friendship and ways in which friendship is important.• Identify occasions when we might need the support of friends.• Give examples of how we can show support to our friends• Describe how we can let friends know that we need their help and support and identify occasions when our friends might need our support.	
Healthy/Unhealthy relationship behaviours	<ul style="list-style-type: none">• Identify our expectations of friendships/relationships (e.g spending time together, sharing interests)• Describe the positive qualities people bring to relationships• Identify the differences between positive/healthy and negative/unhealthy relationships• Identify people we can talk to about relationships.	
Intimate relationships, consent & contraception	<ul style="list-style-type: none">• Identify instances in or out of school when we might need to seek permission or receive consent and how we may ask for it.• Demonstrate ways to indicate to others that we are happy/willing or not happy/unwilling to do something.• Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this.• Identify the similarities and differences between friendships and romantic/intimate relationships• Identify different types of intimate relationships including same-sex relationships.• Describe how strong emotions (including sexual attraction) might make people feel.	
Long term relationships and parenthood	<ul style="list-style-type: none">• Give examples of different types and features of committed, long-term relationships• Identify adults we know who are in a long term relationship (e.g married, in a civil partnership, living together, engaged)• Identify what being in a family means.• Explain that marriage, civil partnerships and living together are choices that couples might make as part of their commitment to each other.• Recognise what 'adopted' 'fostered' or 'looked after' mean in terms of families.• Recognise that some relationships will end – meaning that a couple don't go out together, or live together any more.• Identify whom we can talk to if we're worried about relationships changing/ending.	





Progression of Skills, Understanding and knowledge In PSHE – Healthy Lifestyles

PSHRE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
		Stage 1	Stage 2	Stage 3	Stage 4			
Healthy Eating		<ul style="list-style-type: none"> Respond to different stimuli about what it means to be 'healthy' Identify foods that we like and dislike to eat. 	<ul style="list-style-type: none"> Identify some examples of healthy foods. Identify some examples of foods that should only be eaten once in a while. 	<ul style="list-style-type: none"> Explain why some foods are healthier than others. Explain why we might need to eat foods we might not like very much. Recognise that some people may not be able to eat certain foods because they will make them ill (allergies). 	<ul style="list-style-type: none"> Explain what it means to eat a healthy, balanced diet. Give examples of occasions when we can make choices about the foods that we like to eat. Explain what can help us choose what to eat Describe which foods we should only eat occasionally and explain why eating too much of them could harm our health. Identify some influences on our food choices, and when these might be positive or negative. 			
Taking Care of Physical Health	Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies.	<ul style="list-style-type: none"> Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth). Recognise the importance of simple rules for sun safety. Describe some simple ways of staying safe in the sun. 	<ul style="list-style-type: none"> Describe or demonstrate simple hygiene routines. Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally). Recognise that sleeping well is one way we can stay healthy & Recognise how we feel if we have not had enough sleep. Give reasons why it is important to take care of personal hygiene. Describe simple routines for going to bed/going to sleep. 	<ul style="list-style-type: none"> Recognise and give examples of the difference between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends). Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination). Explain why we should not accept medicines/ drugs from anyone (unless a responsible/ qualified person has given it to them for us, e.g. our parents/carers/trusted adults). Describe how smoking and drinking alcohol can affect people's health. Identify whom we can talk to if we are worried about health. Give reasons why there are rules about what we can and should not put inside our bodies; and explain what these are. Identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol). Explain that no-one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no. Identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance. 				
Keeping Well	<ul style="list-style-type: none"> Respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. Respond with curiosity to stimuli about the people who help us when we are feeling unwell. 	<ul style="list-style-type: none"> Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain. Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital. Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us) 	<ul style="list-style-type: none"> Explain what it means to be hurt, unwell, uncomfortable or in pain. Identify medication that can help people to keep well; give examples of when this might be used. Identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine). Identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them. Identify some symptoms we may experience when we are not feeling well. Recognise that people sometimes need to take medicines in different forms, including tablets, injections, inhalers. Explain why it is important not to touch, taste or take medicines without a trusted adult being with us. Explain why we should never take someone else's medication. 	<ul style="list-style-type: none"> Recognise and give examples of the difference between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends). Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination). Explain why we should not accept medicines/ drugs from anyone (unless a responsible/ qualified person has given it to them for us, e.g. our parents/carers/trusted adults). Describe how smoking and drinking alcohol can affect people's health. Identify whom we can talk to if we are worried about health. Give reasons why there are rules about what we can and should not put inside our bodies; and explain what these are. Identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol). Explain that no-one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no. Identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance. 				





Progression of Skills, Understanding and knowledge In PSHE- Healthy Lifestyles

PSHRE	Year 7	Year 8
	Stage 5	
Elements of a healthy lifestyle	<ul style="list-style-type: none"> Describe how to take care of dental health (e.g. how to brush teeth correctly/ use floss, food and drink that support dental health and why regular checkups at the dentist are important). Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing. Describe how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns. Identify some simple strategies to help make positive choices about our health and wellbeing. Describe strategies for maintaining a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities and sleep. 	
Mental Wellbeing	<ul style="list-style-type: none"> Recognise what mental health and emotional wellbeing are. Suggest some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music). Explain the link between physical health and mental wellbeing. Recognise when we need help with mental health or emotional wellbeing and whom we can speak to. Explain why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating). Describe some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing. 	
Physical Activity	<ul style="list-style-type: none"> Identify our favourite forms of physical activity and exercise. Identify some of the benefits of being physically active, and possible consequences of inactivity. Describe some of the physical and mental health benefits of regular exercise. Explain some of the long term benefits of regular physical activity and exercise. Identify and challenge common stereotypes relating to physical activity. 	
Healthy Eating	<ul style="list-style-type: none"> Describe our favourite foods and drinks, and give reasons for our choices. Identify foods we can eat all the time which are good for us. Identify foods that should only be eaten occasionally. Explain what we mean by a healthy, balanced diet. Explain what makes some foods better for our health than others. Describe some of the long term benefits of a healthy diet. Explain some of the risks of consuming food and drinks with high sugar or caffeine content. 	
Body Image	<ul style="list-style-type: none"> Identify and describe some different images of young people in pictures, magazines, TV programmes and social media. Describe our thoughts and feelings about how different bodies are portrayed in the media. Identify some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality. Explain why some people might want to change the way they look. Recognise what is meant by body image. 	
Medicinal Drugs	<ul style="list-style-type: none"> Recognise what is meant by a 'medicine'. Identify the difference between over the counter medicines and those prescribed by a doctor. Identify some examples of over the counter medicines. Describe how medicines, when used responsibly can help us to take care of our health (e.g. painkillers when we have a headache). Recognise the importance of taking over the counter and prescribed medicines correctly. 	
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> Identify some substances people might swallow, drink or inhale that could be harmful to their health. Describe what alcohol is and how alcoholic drinks are different to nonalcoholic drinks. Identify some common legal drugs (e.g. nicotine and alcohol). Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist. Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use. Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs. Explain that there are special rules (laws) around supplying or possessing illegal substances, and why they exist. Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body 	





Progression of Skills, Understanding and knowledge In PSHE– Managing Feelings

PSHRE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	Stage 1	Stage 2		Stage 3		Stage 4		
Identifying and Expressing Feelings	<ul style="list-style-type: none"> Respond with curiosity to stimuli about different emotions Respond with curiosity to stimuli which depict facial expressions representing different emotions/feelings 	<ul style="list-style-type: none"> Describe different kinds of feelings we may have experienced; those we like and those we don't like. Identify things that make us feel happy. Identify things that may make us cry/feel sad. Identify what makes us feel upset, angry, worried, anxious, frightened. 		<ul style="list-style-type: none"> Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel. Recognise that when we experience a change or a loss we may feel sad/ unhappy. Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. 		<ul style="list-style-type: none"> Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to Demonstrate vocabulary/ communication skills for expressing the intensity of a feeling. Explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous). 		
Managing Strong Feelings	Respond to stimuli about some of the different ways we can communicate our feelings and needs to others.	<ul style="list-style-type: none"> Identify some different ways of communicating feelings and needs to others. Recognise ways we can help ourselves to feel better if we are feeling sad or upset. 		<ul style="list-style-type: none"> Demonstrate vocabulary/ communication skills to express a range of different feelings. Describe and demonstrate simple strategies that can help us manage not so good (uncomfortable) feelings and the people who can help us. 		<ul style="list-style-type: none"> Demonstrate simple strategies to help us manage very strong feelings, including in response to change and loss. Give simple reasons why it is important that others know how we are feeling. Describe some simple ways we can help others to feel better if they are feeling sad or upset. Explain how rest and spending time doing things we enjoy can help to make us feel happy Explain that when we get upset, angry or frustrated our actions can affect others as well as ourselves. Describe or demonstrate how to respond appropriately to others' feelings 		





Progression of Skills, Understanding and knowledge In PSHE- Managing Feelings

PSHRE	Year 7	Year 8
	Stage 5	
Self-esteem and unkind comments	<ul style="list-style-type: none">• Identify feelings associated with feeling good about ourselves.• Identify things we can do which help us to feel good about ourselves.• Identify things that we may say or do that could affect how we or others feel about us.• Identify things that others may say or do that could affect how we feel about ourselves.• Explain the difference between helpful/kind and unhelpful/unkind comments.	
Strong Feelings	<ul style="list-style-type: none">• Give examples of when we might feel strong emotions.• Describe some simple strategies we can use to feel and stay happy.• Identify how we can help others who may be feeling unhappy.• Identify whom to ask or tell if we are feeling unhappy and/or need help.• Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful.• Describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people.• Describe how to manage strong emotions by using simple strategies to help ourselves and others.	
Romantic feelings and sexual attraction	<ul style="list-style-type: none">• Identify what it means to like someone.• Describe the difference between 'liking' someone and 'fancying' someone.• Explain how part of growing up might be to experience strong feelings about people we like or fancy.• Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion.	





Progression of Skills, Understanding and knowledge In PSHE – Self-Awareness

PSHRE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
		Stage 1	Stage 2	Stage 3	Stage 4			
Things we are good at		<ul style="list-style-type: none"> Respond with curiosity to stimuli about the ways in which we are special. Respond with curiosity to stimuli about our family. 	<ul style="list-style-type: none"> Describe ourselves — recognising that there is self and there are others 	<ul style="list-style-type: none"> Identify things we are good at (strengths/talents) Describe the ways in which we are special and unique Describe things that we enjoy or that make us feel happy. Identify what we are good at, both in and out of school. Recognise that being unique means we might like and be good at different things from other people. 	<ul style="list-style-type: none"> Describe and demonstrate things we can do well and identify areas where we need help to develop. Identify hopes/wishes for our future lives. Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others. Identify own hopes/ aspirations; explain in simple terms how we might achieve them. 			
Kind and Unkind Behaviours		<ul style="list-style-type: none"> Respond with curiosity to stimuli about what anger is and what being angry feels like. Respond to stimuli about what feeling upset means. 	<ul style="list-style-type: none"> Describe what feeling angry means. Describe what feeling upset means. Recognise that behaviour which hurts others' bodies or feelings is wrong Identify when people are being kind or unkind — either to us or to others 	<ul style="list-style-type: none"> Give examples of how our feelings can be hurt. Describe how this may make us feel angry, worried or upset. Identify when people are being kind or unkind — either to us or to others. Give examples of how our feelings can be hurt. Describe how this may make us feel angry, worried or upset. Identify trusted adults to tell if we think we or someone else is being unkind to us or we think we are being bullied 	<ul style="list-style-type: none"> Identify what teasing means and how people who are teased might feel. Give reasons why teasing or name-calling is not acceptable. Identify what we can do if others are excluding us or being unkind. Describe what we can do (including whom to tell) if we witness or experience hurtful behaviour or bullying. 			
Playing and Working Together		<ul style="list-style-type: none"> Respond to an adult modelling how we can show we are ready to participate in an activity. Respond with curiosity to modelling of 'good listening'. Respond to 'taking turns' as modelled by both adults and peers. Demonstrate being alert and ready to listen. 	<ul style="list-style-type: none"> Demonstrate good listening and describe how to listen to other people. Describe times when we take turns in school. Identify reasons why it is important to listen to other people. Identify some actions/ behaviours that show we are being polite and courteous to other people. 	<ul style="list-style-type: none"> Demonstrate ways of playing and working cooperatively. Explain what we mean by 'being fair' to one another Identify reasons why it may be upsetting for others if we don't wait for our turn. Identify times when we have listened to others and worked collaboratively. 	<ul style="list-style-type: none"> Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us Describe some ways of playing and working with others so that everyone feels happy and is able to do their best. Demonstrate working collaboratively towards shared goals. Recognise occasions when we have worked as a team or in a group to achieve something. Describe how to recognise if someone else has missed their 'turn'; explain how this might make them feel; demonstrate how to resolve this. Explain why listening and respecting others' points of view helps us to get on with others. Identify and demonstrate ways of improving our own practice when working in a team. Offer constructive feedback to support others working in our team. Explain why 'turn-taking' can help everyone to feel included. 			
People who are special to us		<ul style="list-style-type: none"> Respond with anticipation to stimuli depicting people who are special to us. Identify people who are special to us. 	<ul style="list-style-type: none"> Give some examples of ways we might let them know they are special to us. Recognise what is meant by 'family'. Identify the people who make up our family. 	<ul style="list-style-type: none"> Describe what makes our family, friends, teachers, carers special to us. Identify some of the qualities our special people/friends may have. Describe positive feelings we may have when we spend time with friends and family. Identify whom to tell if something in our family life makes us unhappy or worried. 	<ul style="list-style-type: none"> Give some practical examples of the ways our special people care for us and help us with problems and difficulties. Identify different types of family Explain that if people we like do unkind things to us or our friends we do not have to tolerate it. Identify ways in which we can get help if people have been unkind to us or our friends. Describe ways in which families can be different. 			
Getting on with others		<ul style="list-style-type: none"> Respond to stimuli about different feelings we or others may experience. 	<ul style="list-style-type: none"> Describe times when we may feel unhappy with our friends or family members. Demonstrate positive ways we could let others know how we are feeling. 	<ul style="list-style-type: none"> Describe ways in which friends, classmates, family members may disagree and 'fall out'. Demonstrate some ways of 'making up' after a falling out. Identify how to treat ourselves and others with respect. 	<ul style="list-style-type: none"> Explain how other people may feel differently to us about the same situation and offer some examples. Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements. Describe what it means to 'fall out' with friends or family. Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship. Explain that our feelings about other people can change and that this is okay. Identify kind ways of letting people know our feelings towards them have changed. Identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship. 			



Progression of Skills, Understanding and knowledge In PSHE– Self-Awareness

PSHRE	Year 7	Year 8
	Stage 5	
Personal Strengths	<ul style="list-style-type: none">• Demonstrate how to recognise and appreciate personal strengths in other people.• Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves.• Identify some simple strategies to help manage negative opinions/comments.	
Skills for Learning	<ul style="list-style-type: none">• Describe the particular ways we like to learn.• Identify the difference between a short term target and an aspirational, long term goal.• Describe simple strategies we can use to help us be organised in our learning.• Explain how we might achieve our targets and goals (e.g breaking longerterm goals down into several short term targets)	
Prejudice and Discrimination	<ul style="list-style-type: none">• Recognise what prejudice means• Explain what it means to discriminate against someone.• Identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g based on religion, gender, age, race, disability, sexual orientation)	
Managing Pressure	<ul style="list-style-type: none">• Explain what is meant by teasing, hurtful and bullying behaviour• Explain how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us.• Recognise what is meant by peer pressure and peer influence.• Identify some of the ways in which pressure might be put on us by other people, including online.• Describe ways we might challenge peer pressure.• Identify different types of bullying (including online) and what the impact of bullying might be.• Identify strategies to help us if we are being bullied, including online.• Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang.	





Progression of Skills, Understanding and knowledge In PSHE – Self-Care, Support and Safety

PSHRE	Year 7	Year 8
	Stage 5	
Feeling Unwell	<ul style="list-style-type: none"> Identify some things we can do to take care of our physical wellbeing and our mental wellbeing. Describe simple things we can do if we are not feeling well. Describe how following simple routines can reduce the spread of germs and why this is important Recognise some situations where we might need to ask someone for help with our mental wellbeing (e.g feeling unhappy or depressed, disrupted sleep pattern, not wanting to eat/over-eating) Identify some of the terms that are used to describe when someone is emotionally/mentally unwell. 	
Feeling frightened/worried	<ul style="list-style-type: none"> Demonstrate some simple strategies we can use if we are feeling frightened or worried. Explain what unwanted physical contact means and describe ways we can safely challenge unwanted physical contact and ask for help. Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are. Demonstrate simple ways of communicating to others that we need help. Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online. Explain what is meant by 'personal space'. 	
Accidents and Risk	<ul style="list-style-type: none"> Explain what is meant by the terms risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g fire.) Identify some behaviours that might be risky. Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own. Explain how the inappropriate use of mobile phones can contribute to accidents (e.g looking at phone while crossing the road) 	
Keeping Safe Online	<ul style="list-style-type: none"> Recognise that not all information seen online is true. Describe some ways in which social media can be used in a safe and positive way. Identify what we should do before we 'like', 'forward' or 'share' on social media and how this helps to keep us safe online. Identify some possible risks of using social media. Describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content. Identify sources of advice and support, and ways to report online concerns. 	
Emergency Situations	<ul style="list-style-type: none"> Identify some examples of school procedures that help us keep safe (e.g fire or emergency evacuation drills, corridor rules, playground rules.) Identify examples of what is meant by an emergency. Identify sources of immediate help in an emergency (e.g adults in school, and demonstrate how we would attract their attention) Explain actions that we all have to undertake in school to keep safe (e.g lining up, keeping quiet, and why these are essential.) Identify emergency services that could help us. Describe how to call 999 in the case of an emergency. 	
Public & Private	<ul style="list-style-type: none"> Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online. Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do. Identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves. Explain how to manage requests to share a photo or information about ourselves or others online, including how to report. Recognise that sharing and/or viewing sexual images of anyone under 19 (including those created by anyone under 18) is against the law. Explain what could happen next (e.g police involvement, parent/carer involvement, prosecution) and the impact on self and others. 	
Gambling	<ul style="list-style-type: none"> Explain what is meant by the term 'gambling' and identify places and ways this might take place. Identify what it means to 'win' or 'lose' in relation to gambling. Give some reasons why people might choose to gamble. Identify the risks associated with chance-based transactions (including in game purchases) and gambling including online. Describe some influences or pressures on people to gamble (e.g advertising, friends etc) 	





Progression of Skills, Understanding and knowledge

RSE

PSHRE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
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	Stage 1	Stage 2	Stage 3	Stage 4
Families	<ul style="list-style-type: none"> Identify important reasons for having a family. 	<ul style="list-style-type: none"> Recognise that the importance of a family is to give love, care and security 	<ul style="list-style-type: none"> Give examples of other family types that might look different to my own and respect these. 	<ul style="list-style-type: none"> Describe the different family types that we might encounter and that they can be characterised by providing love, care, security and stability
Caring Friendships	<ul style="list-style-type: none"> Identify ways a friendship can make us feel and appropriate ways to choose and make friends. Identify characters of a friendship 	<ul style="list-style-type: none"> Recognise a healthy relationship. Recognise that friendships have ups and downs. Recognise that resorting to violence is never right. Recognise when a relationship is making them unhappy or uncomfortable. Recognise who to trust and not to trust. 	<ul style="list-style-type: none"> Give examples of the characteristics of a friendship and relate it to themselves Give positive examples of how a relationship can be developed, repaired or even strengthened. 	<ul style="list-style-type: none"> Describe how a positive relationship will make others feel positive and will not make people feel lonely or excluded. Demonstrate ways to manage conflict and manage these situations knowing how to seek help or advice from others if or when needed.
Respectful Relationships	<ul style="list-style-type: none"> Identify respectful behaviours. Identify ways to show self-respect and look after my own happiness. Identify behaviours that are unwanted by others. Identify who to ask for help. Identify times I need to seek permissions or people need to seek my permission 	<ul style="list-style-type: none"> Recognise why it is important to be respectful to others in school and the wider society. Recognise that they have the right to be treated with respect by others. Recognise different behaviours that might be considered as bullying including cyberbullying. Show appropriate ways to deal with bullying by showing how to get help. 	<ul style="list-style-type: none"> Demonstrate conventions of courtesy manners in different situations in and out of school. Demonstrate respect to myself and others appropriately including those in positions of authority. Give examples of the impact of bullying on people. Give examples of stereotypes and how these might be upsetting for others. Give examples of time to ask for permission and why this is important for a relationship. 	<ul style="list-style-type: none"> Give examples of respectful behaviour that we show to others. Describe the steps you can take in a range of contexts to improve or support respectful relationships Give examples of how I can show self-respect and describe how this will benefit my own happiness. Describe how bullying can take many form, including cyberbullying and the appropriate ways to get help. Give examples of how stereotypes can be unfair, negative or destructive.
Online Relationships & Media	<ul style="list-style-type: none"> Identify ways to keep safe online Identify possible risks about being online Identify ways to report concerns when online 	<ul style="list-style-type: none"> Recognise that people might behave differently online Recognise that the same principles apply to online relationships as face to face relationships. Recognise that it is still important to respect others online including when we are anonymous. 	<ul style="list-style-type: none"> Give examples of ways to stay safe online Give examples of the risks associated with people they have never met Demonstrate how to report risks, harmful content and contact online. 	<ul style="list-style-type: none"> Describe how to consider online friendships and sources of information Describe how information and data is shared and used online.
Being Safe	<ul style="list-style-type: none"> Identify appropriate boundaries in friendships with peers and others. Understand that each person's body belongs to them. Identify appropriate ways to report feelings of being unsafe or feeling bad about any adult. 	<ul style="list-style-type: none"> Recognise what privacy is and why it is important. Recognise secrets that are not safe to keep and how I should share them appropriately Recognise what is appropriate and inappropriate touch Recognise feelings of being unsafe Recognise some appropriate ways of asking for help or advice for themselves Recognise where to get advice from 	<ul style="list-style-type: none"> Give examples of what is private and the importance of keeping it private Understand the difference between appropriate and inappropriate touch or unsafe physical, and other, contact. Give examples of how to respond safely and appropriately to adults they may encounter whom they do not know Understand it is important to keep trying to ask for help until I am heard, Demonstrate how I would report concerns or abuse and the vocabulary with confidence to do so 	<ul style="list-style-type: none"> Describe the boundaries I have and can have with peers and adults to keep us safe Describe how to ask for advice or help for themselves or others