



# PSHE 1 Decision Progression Routes/impact



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Feelings And Emotions	Computer Safety	Keeping/Staying Healthy	Our World	Hazard Watch	Being Responsible
		Keeping/Staying Safe				Relationships
Year 1	Feelings And Emotions	Computer Safety	Keeping/Staying Healthy	Our World	Hazard Watch	Being Responsible
	<p><b>Baseline Assessment and Jealousy</b> <b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>Understand a range of emotions and how they make us feel physically and mentally</li> <li>Be able to recognise and name emotions and their physical effects</li> <li>Know the difference between pleasant and unpleasant emotions</li> <li>Learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>Understand that feelings can be communicated with and without words</li> </ul>	<p><b>Assesment - Baseline Online Bullying</b> <b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>Understand computers, the internet, and rules to keep safe</li> <li>Understand how your online activity can affect others</li> <li>Be able to identify the positives and negatives of using technology</li> <li>Know who and how to ask for help</li> <li>Be able to recognise kind and unkind comments</li> </ul>	<p><b>Washing Hands:</b> <b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>Understand what we can do to keep healthy</li> <li>Understand why we need to wash our hands</li> <li>Know how germs are spread and how they can affect our health</li> <li>Be able to practise washing your hands</li> <li>Know the differences between healthy and unhealthy choices</li> </ul>	<p><b>Assessment - Baseline Growing In Our World</b> <b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>Understand how we care for others</li> <li>Understand the needs of a baby</li> <li>Be able to recognise what you can do for yourself now you are older</li> <li>Be able to describe the common features of family life</li> <li>Be able to recognise the ways in which your family is special and unique</li> </ul>	<p><b>Assessment - Baseline Is It Safe To Eat Or Drink?</b> <b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>Know what items are safe to play with and what items are unsafe to play with</li> <li>Be able to name potential dangers in different environments</li> <li>Know what food and drink items are safe or unsafe to eat or drink</li> <li>Be able to name dangers that can affect others, for example younger siblings</li> </ul>	<p><b>Assessment - Baseline Water Spillage- Pupils should know:</b></p> <ul style="list-style-type: none"> <li>Understand what we are responsible for</li> <li>Be able to recognise how responsibilities will change as we grow</li> <li>Know how you can help people around you</li> <li>Understand the types of things you are responsible for</li> <li>Know-how and understand the importance of preventing accidents</li> <li>Be able to recognise the differences between being responsible and being irresponsible</li> </ul>
		<p><b>Keeping/Staying Safe</b> <b>Assessment - Baseline Road Safety-</b> <b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>Understand what I need to keep safe from</li> <li>Be able to recognise what may put me or others at risk</li> <li>understand why it is important to stay safe when crossing the road</li> <li>Be able to recognise a range of safe places to cross the road</li> <li>Understand the</li> </ul>				<p><b>Relationships</b> <b>Assessment - Baseline Friendship.</b> <b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>Understand different types of relationships</li> <li>Understand how to be a good friend</li> <li>Be able to recognise kind and thoughtful behaviours</li> <li>Understand the importance of caring about other people's feelings</li> <li>Be able to see a situation from another person's point of view</li> </ul>



# PSHE 1 Decision Progression Routes/impact



		differences between safe and risky choices				
<b>Year 2</b>	<b>Feelings And Emotions</b>	<b>Computer Safety</b>	<b>Keeping/Staying Healthy</b>	<b>Our World</b>	<b>Hazard Watch</b>	<b>Being Responsible</b>
	<p><b>Worry And Anger</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>Be able to recognise and name emotions and their physical effects</li> <li>Know the difference between pleasant and unpleasant emotions</li> <li>Learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>Understand that feelings can be communicated with and without words</li> <li>Be able to recognise and name emotions and their physical effects</li> <li>Know the difference between pleasant and unpleasant emotions</li> <li>Learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>Understand that feelings can be communicated with and without words</li> </ul>	<p><b>Image Sharing Computer Safety</b> Documentary. Pupils should know:</p> <ul style="list-style-type: none"> <li>Understand how your online actions can affect others</li> <li>Be able to name the positive and negative ways you can use technology</li> <li>Know the risks of sharing images without permission</li> <li>Understand the types of images that you should and should not post online</li> <li>Understand how your online activity can affect others</li> <li>Be able to identify the positives and negatives of using technology</li> <li>Know who and how to ask for help</li> <li>Be able to list rules for keeping and staying safe</li> </ul>	<p><b>Healthy Eating and Brushing teeth</b> -Pupils should know:</p> <ul style="list-style-type: none"> <li>Know that food is needed for our bodies to be healthy and to grow</li> <li>Understand that some foods are better for good health than others</li> <li>Be able to list different types of healthy food</li> <li>Understand how to keep yourself and others healthy</li> <li>Know the differences between healthy and unhealthy choices</li> <li>Understand why we need to brush our teeth</li> <li>Be able to practise brushing your teeth</li> <li>Know the differences between healthy and unhealthy choices</li> <li>Be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy</li> </ul>	<p><b>Living In Our World</b> <b>Working In Our World</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>Understand why we should look after living things</li> <li>Be able to identify how we can look after living things both inside and outside of the home</li> <li>Recognise why it is important to keep our communities and countryside clean</li> <li>Be able to encourage others to help keep their communities and countryside clean</li> <li>Understand different ways we can receive money</li> <li>Know how to keep money safe</li> <li>Be able to describe the skills you may need in a future job or career</li> <li>Be able to recognise the differences between wants and needs</li> </ul>	<p><b>Baseline/Summative Assessment and Hazard Watch</b>-Pupils should know:</p> <ul style="list-style-type: none"> <li>Know what items are safe to play with and what items are unsafe to play with</li> <li>Be able to name potential dangers in different environments</li> <li>Know what food and drink items are safe or unsafe to eat or drink</li> <li>Be able to name dangers that can affect others, for example younger siblings</li> </ul>	<p><b>Practice Makes Perfect Helping Someone In Need</b>- Pupils should know:</p> <ul style="list-style-type: none"> <li>Be able to name ways you can improve in an activity or sport</li> <li>Understand the importance of trying hard and not giving up</li> <li>Be able to see the benefits of practising an activity or sport</li> <li>Be able to learn ways to set goals and work to reach them</li> <li>Know how you can help other people</li> <li>Be able to recognise kind and thoughtful behaviours and actions</li> <li>Understand the risks of talking to people you don't know very well in the community</li> <li>Be able to identify the differences between being responsible and being irresponsible</li> </ul>
		<p><b>Keeping/Staying Safe</b> <b>Tying Shoelaces</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>Know the reasons to make sure your laces are tied</li> </ul>				<p><b>Relationships</b> <b>Bullying Body Language</b></p> <ul style="list-style-type: none"> <li>Be able to name a range of feelings</li> <li>Understand why we</li> </ul>



# PSHE 1 Decision Progression Routes/impact



		<ul style="list-style-type: none"> <li>Learn how to tie up laces properly</li> <li>Know rules to keep yourself and others safe</li> <li>Understand the differences between safe and risky choices</li> </ul>				<p>should care about other people's feelings</p> <ul style="list-style-type: none"> <li>Be able to see and understand bullying behaviours</li> <li>Know how to cope with these bullying behaviours</li> <li>Be able to recognise and name a range of feelings</li> <li>Understand that feelings can be shown without words</li> <li>Be able to see a situation from another person's point of view</li> <li>Understand why it is important to care about other people's feelings</li> </ul>
<b>Year 3</b>	<b>Feelings And Emotions</b>	<b>Computer Safety</b>	<b>Keeping/Staying Healthy</b>	<b>Our World</b>	<b>Hazard Watch</b>	<b>Being Responsible</b>
	<p><b>Grief Assessment – Summative Pupils should know:</b></p> <ul style="list-style-type: none"> <li>Be able to recognise and name emotions and their physical effects</li> <li>Know the difference between pleasant and unpleasant emotions</li> <li>Learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>Understand that feelings can be communicated with and without words</li> </ul>	<p><b>Making Friends Online Assessment – Summative- Pupils should know:</b></p> <ul style="list-style-type: none"> <li>Be able to identify possible dangers and consequences of talking to strangers online</li> <li>Know how to keep safe in online chatrooms</li> <li>Be able to name the positives and negatives of using technology</li> <li>Understand the</li> </ul>	<p><b>Medicine- Pupils should know:</b></p> <ul style="list-style-type: none"> <li>Know, understand, and be able to practise simple safety rules about medicine</li> <li>Understand when it is safe to take medicine</li> <li>Know who we can accept medicine from</li> <li>Understand the differences between healthy and unhealthy choices</li> </ul>	<p><b>Looking After Our World Assessment – Summative- Pupils should know:</b></p> <ul style="list-style-type: none"> <li>Be able to explain the meaning of reduce, reuse, and recycle recognise how we can help look after our planet</li> <li>Be able to identify how to reduce the amount of water and electricity we use</li> <li>Understand how we can reduce our carbon footprint</li> </ul>	<p><b>Is It Safe To Play With? Assessment – Summative- Pupils should know:</b></p> <ul style="list-style-type: none"> <li>Know what items are safe to play with and what items are unsafe to play with</li> <li>Be able to name potential dangers in different environments</li> <li>Know what food and drink items are safe or unsafe to eat or drink</li> <li>Be able to name dangers that can affect</li> </ul>	<p><b>Stealing Assessment – Summative- Pupils should know:</b></p> <ul style="list-style-type: none"> <li>Understand the differences between borrowing and stealing</li> <li>Be able to describe how you might feel if something of yours is borrowed and not returned</li> <li>Know why it is wrong to steal.</li> <li>To know the differences between being responsible and irresponsible</li> </ul>



# PSHE 1 Decision Progression Routes/impact



		<p>difference between safe and risky choices online</p> <p><b>Keeping/Staying Safe</b></p> <p><b>Staying Safe Leaning Out Of Windows Assessment – Sum-</b></p> <p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• Know ways to keep yourself and others safe</li> <li>• Be able to recognise risky situations</li> <li>• Be able to identify trusted adults around you</li> <li>• Understand the differences between safe and risky choices</li> <li>• Be able to recognise a range of warning signs</li> <li>• Be able to spot the dangers we may find at home</li> <li>• Know the importance of listening to our trusted adults</li> <li>• Be able to understand ways we can keep ourselves and others safe at home</li> <li>• Know the differences between safe and risky choices</li> </ul>			<p>others, for example younger siblings</p>	<p><b>Relationships</b></p> <p><b>Touch Assessment – Summative</b></p> <p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between appropriate and inappropriate touch</li> <li>• Know why it is important to care about other people's feelings</li> <li>• Understand personal boundaries</li> <li>• Know who and how to ask for help</li> <li>• Be able to name human body parts</li> </ul>
<b>Year 4</b>	<b>Feelings And Emotions</b>	<b>Computer Safety</b>	<b>Keeping/Staying Healthy</b>	<b>Our World</b>	<b>A World Without Judgement</b>	<b>Being Responsible</b>
	<p><b>Assessment - Baseline Jealousy</b></p> <p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• Recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good.</li> </ul>	<p><b>Assessment - Baseline Online Bullying</b></p> <p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• Recognise the key values that are important in positive online relationships</li> <li>• Identify the feelings</li> </ul>	<p><b>Assessment – Baseline-</b></p> <p><b>Pupils should know-</b></p> <ul style="list-style-type: none"> <li>• Explain what is meant by a balanced diet and plan a balanced meal</li> <li>• Recognise how too much sugar, salt, and saturated fat can affect us when we are older</li> </ul>	<p><b>Assessment - Baseline Chores At Home, Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• Identify ways in which we can help those who look after us</li> </ul>	<p><b>Assessment - Baseline Breaking Down Barriers.</b></p> <p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• Recognise positive attributes in others</li> </ul>	<p><b>Assessment - Baseline Coming Home On Time. Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• Recognise the importance of behaving in a responsible manner in a range of situations</li> </ul>



# PSHE 1 Decision Progression Routes/impact



	<ul style="list-style-type: none"> <li>Describe how we can support others who feel lonely, jealous, or upset</li> <li>Recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people</li> <li>Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy.</li> </ul>	<p>and emotions that may arise from onlinebullying</p> <ul style="list-style-type: none"> <li>Develop coping strategies to use if we or someone we know is being bullied online</li> <li>Identify how and who to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>Understand nutritional information on packaged food and explain what it means</li> <li>Describe different ways to maintain a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Explain the positive impact of our actions</li> <li>Describe the ways in which we can contribute to our home, school, and community</li> <li>Identify the skills we may need in our future job roles</li> </ul>	<ul style="list-style-type: none"> <li>Explain why being different is okay</li> <li>Recognise your own strengths and goals, and understand that these may be different from those around you</li> <li>Identify some of the ways we can overcome barriers and promote equality</li> </ul>	<ul style="list-style-type: none"> <li>Describe a range of situations where being on time is important</li> <li>explain the importance of having rules in the home</li> <li>Describe ways that behaviour can be seen to be sensible and responsible</li> </ul>
		<p style="background-color: #90EE90; text-align: center;"><b>Keeping/Staying Safe</b></p> <p><b>Assessment – Baseline Cycle Safety, Pupils should know:</b></p> <ul style="list-style-type: none"> <li>Identify strategies we can use to keep ourselves and others safe</li> <li>Recognise the impact and possible consequences of an accident or incident</li> <li>Identify what is a risky choice</li> <li>Create a set of rules for and identify ways of keeping safe</li> </ul>				<p style="background-color: #FFDAB9; text-align: center;"><b>Growing And Changing</b></p> <p><b>Assessment - Baseline Appropriate Touch (Relationships) Pupils should know:</b></p> <ul style="list-style-type: none"> <li>Identify the different types of relationships we can have and describe how these can change as we grow</li> <li>explain how our families support us and how we can support our families</li> <li>identify how relationships can be healthy or unhealthy</li> <li>explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</li> </ul>
	<b>Feelings And Emotions</b>	<b>Computer Safety</b>	<b>Keeping/Staying Healthy</b>	<b>Our World</b>	<b>A World Without Judgement</b>	<b>Being Responsible</b>



# PSHE 1 Decision Progression Routes/impact



<b>Year 5</b>	<b>Anger Adults' &amp; Children's Views: Pupils should know:</b> <ul style="list-style-type: none"> <li>Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant</li> <li>Explain how feelings can be communicated with or without words</li> <li>Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> <li>Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger</li> </ul>	<b>Image Sharing Adults' &amp; Children's Views. Pupils should know:</b> <ul style="list-style-type: none"> <li>List reasons for sharing images online</li> <li>Identify rules to follow when sharing images online</li> <li>Describe the positive and negative consequences of sharing images online</li> <li>Recognise possible influences and pressures to share images online</li> </ul>	<b>Smoking and Adults' &amp; Children's Views- Children should know:</b> <ul style="list-style-type: none"> <li>Explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.</li> <li>Describe how smoking can affect your immediate and future health and wellbeing</li> <li>Give reasons why someone might start and continue to smoke</li> <li>Identify and use skills and strategies to resist any pressure to smoke</li> </ul>	<b>Enterprise Adults' &amp; Children's Views Pupils should know:</b> <ul style="list-style-type: none"> <li>Understand and explain why people might want to save money</li> <li>Identify ways in which you can help out at home</li> <li>Budget for items you would like to buy</li> <li>Recognise ways to make money and the early stages of enterprise</li> </ul>	<b>Inclusion And Acceptance Adults' &amp; Children's Views. Pupils should know:</b> <ul style="list-style-type: none"> <li>Identify some of the ways in which we are different and unique</li> <li>Explain some of the elements, which help us to have a diverse community.</li> <li>Describe strategies to overcome barriers and promote diversity and inclusion</li> </ul>	<b>Looking Out For Others Adults' &amp; Children's Views. Pupils should know:</b> <ul style="list-style-type: none"> <li>Recognise why we should take action when someone is being unkind</li> <li>Describe caring and considerate behaviour, including the importance of looking out for others</li> <li>Demonstrate why it is important to behave in an appropriate and responsible way</li> <li>Identify how making some choices can impact others' lives in a negative way</li> </ul>
		<b>Keeping/Staying Safe</b>				<b>Peer Pressure Adults' &amp; Children's Views. Children should know:</b> <ul style="list-style-type: none"> <li>Identify strategies we can use to keep ourselves and others safe</li> <li>Recognise ways to manage peer pressure</li> <li>Explain the potential outcomes that may happen when we take risks</li> <li>Recognise the impact and possible consequences of an accident or incident</li> </ul>



# PSHE 1 Decision Progression Routes/impact



Year 6	Feelings And Emotions	Computer Safety	Keeping/Staying Healthy	Our World	A World Without Judgement	Being Responsible
	<p><b>Worry Assessment – Summative</b></p> <ul style="list-style-type: none"> <li>Recognise our thoughts, feelings, and emotions.</li> <li>Identify how we can reduce our feeling of worry explain how we can support others who feel worried.</li> <li>Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people.</li> </ul>	<p><b>Making Friends Online Assessment – Summative</b></p> <ul style="list-style-type: none"> <li>List the key applications that we may use now and in the future.</li> <li>Know and understand why some applications have age restrictions</li> <li>Identify ways to keep yourself and others safe in a range of situations-online and offline</li> <li>Recognise that people may not always be who they say they are online</li> </ul>	<p><b>Alcohol Assessment – Summative</b></p> <ul style="list-style-type: none"> <li>Identify what is a risky choice</li> <li>Identify the risks associated with alcohol (+ drugs - extension)</li> <li>Describe how alcohol can affect your immediate and future health</li> <li>Develop and recognise skills and strategies to keep safe</li> </ul>	<p><b>In-App Purchases Assessment – Summative</b></p> <ul style="list-style-type: none"> <li>Know and understand various money-related terms</li> <li>Recognise some of the ways in which we can spend money via technology</li> <li>Describe the potential impact of spending money without permission</li> <li>Identify strategies to save money</li> </ul>	<p><b>British Values Assessment – Summative</b></p> <ul style="list-style-type: none"> <li>Understand that there are a wide range of religions and beliefs in the UK</li> <li>Explain each of the British values</li> <li>Create a range of values for your educational setting</li> <li>Explain how all religions can live in cohesion</li> </ul>	<p><b>Stealing Assessment – Summative, Pupils should know:</b></p> <ul style="list-style-type: none"> <li>Explain what consent means</li> <li>Recognise the importance of being honest and not stealing</li> <li>Explain why it is important to have a trusting relationship between friends and family</li> <li>Identify how making some choices can impact others' lives in a negative way</li> </ul>
		<p><b>Keeping/Staying Safe</b></p> <p><b>Water Safety Assessment – Summative</b></p> <ul style="list-style-type: none"> <li>Identify a range of danger signs</li> <li>Develop and name strategies that can help keep ourselves and others safe.</li> <li>Recognise the impact and possible consequences of an accident or incident.</li> </ul>			<p><b>Growing And Changing</b></p> <p><b>Conception Assessment – Summative. Pupils should know:</b></p> <ul style="list-style-type: none"> <li>Explain the terms 'conception' and 'reproduction'</li> <li>Describe the function of the female and male reproductive systems</li> <li>Identify the various ways adults can have a child</li> <li>Explain various different stages of pregnancy</li> <li>Identify the laws around consent</li> </ul>	