

PSHE/RSE Progression of Knowledge by Class

Year B

	Kirkstead/Richmond/Tintern	Crowland/Regent/Westminster/St James	Fountains/Central	Lindisfarne Sempringham/Phoenix	Kelso/ Ramsey/Hyde
<p>Core Theme: Health and Well-Being Including: healthy lifestyle, mental health, growing & changing, keeping safe and drugs, alcohol & tobacco</p>	<p>Children should: Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings Know about the benefits of hobbies and interests</p>	<p>Children should: Know the different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest •know that eating and drinking too much sugar can affect their health, including dental health Know how to be physically active and how much rest and sleep they should have everyday Know that there are different ways to learn and play; how to know when to take a break from screen-time Know how sunshine helps bodies to grow and how to keep safe and well in the sun</p>	<p>Children should: Know how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe Know how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers Know that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable Know how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) Know how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) Know how to eat a healthy diet and the benefits of nutritionally rich foods Know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist Know how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health Know how people make choices about what to eat and drink, including who or what influences these Know how, when and where to ask for advice and help about healthy eating and dental care</p>	<p>Children should: Know how regular physical activity benefits bodies and feelings. Know how to be active on a daily and weekly basis - how to balance time online with other activities. Know how to make choices about physical activity, including what and who influences decisions. Know how the lack of physical activity can affect health and wellbeing. Know how regular physical activity benefits bodies and feelings Know how to be active on a daily and weekly basis - how to balance time online with other activities Know how to make choices about physical activity, including what and who influences decisions Know how the lack of physical activity can affect health and wellbeing Know how lack of sleep can affect the body and mood and simple routines that support good quality sleep Know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried Know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions Know that if someone has experienced a head injury, they should not be moved Know when it is appropriate to use first aid and the importance of seeking adult help</p>	<p>Children should Know how to recognise and respect similarities and differences between people and what they have in common with others. Know that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes). Know how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex). Know about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others. Know how to challenge stereotypes and assumptions about others. Know how drugs common to everyday life (including smoking/vaping- nicotine, alcohol, caffeine and medicines) can affect health and wellbeing Know that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal Know how laws surrounding the use of drugs exist to protect them and others Know why people choose to use or not use different drugs Know how people can prevent or reduce the risks associated with them Know that for some people, drug use can become a habit which is difficult to break Know how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use Know how to ask for help from a trusted adult if they have any worries or concerns about drugs Know how their body will, and their emotions may, change as they approach and move through puberty Know. about human reproduction Know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p>

					<p>Know how to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>Are informed and have the knowledge about transitional changes to secondary school</p>
E0safety	<p>Children should:</p> <p>know about visiting places online in safe ways. They will learn that they need to follow certain rules to remain safe.</p> <p>Children know about personal information and what it is. They know websites may ask for names etc and how to deal with such encounters.</p> <p>Children know that information can be retrieved from computers and can tell an adult if what they see makes them feel worried.</p> <p>Children know who they can ask for help and know when they need help.</p> <p>Children know that they need to share equipment and take turns.</p>	<p>Children should:</p> <p>Know that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>Know how information and data is shared and used online.</p> <p>Know that for most people the internet is an integral part of life and has many benefits* know about the benefits of rationing time spent online</p> <p>know the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>know why social media, some computer games and online gaming, for example, are age restricted</p> <p>Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>Know how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted</p> <p>Know where and how to report concerns and get support with issues online</p>	<p>Children should:</p> <p>Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>Know why social media, some computer games and online gaming, for example, are age restricted.</p> <p>Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>Know where and how to report concerns and get support with issues online.</p>	<p>Children should:</p> <p><i>Know that people sometimes behave differently online, including by pretending to be someone they are not.</i></p> <p><i>Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</i></p> <p><i>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</i></p> <p><i>Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</i></p> <p><i>Know how information and data is shared and used online. that for most people the internet is an integral part of life and has many benefits.</i></p>	<p>Children should:</p> <p>Know how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</p> <p>Know that not everything should be shared online or social media and that there are rules about this, including the distribution of images</p> <p>Know that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</p> <p>Know how text and images can be manipulated or invented; strategies to recognise this</p> <p>Know how to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</p> <p>Know how to recognise unsafe or suspicious content online and what to do about it</p> <p>Know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</p> <p>Know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</p> <p>Know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p> <p>Know how to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</p> <p>Know how to discuss and debate what influences people's decisions, taking into consideration different viewpoints</p>
Economic Well-Being and Enterprise	<p>Children should:</p> <p>Know how people make different choices around money</p> <p>Know money needs to be looked after</p> <p>Know how to carry out a transaction</p> <p>Know that we have to pay for things</p> <p>Know that we need money to pay for things</p>	<p>Children should:</p> <p>Know what money is - that money comes in different forms.</p> <p>Know how money is obtained (e.g. earned, won, borrowed, presents)</p> <p>Know how people make choices about what to do with money, including spending and saving</p>	<p>Children should:</p> <p>Know that there are a broad range of different jobs and people often have more than one during their careers and over their lifetime.</p> <p>Know that some jobs are paid more than others and some may be voluntary (unpaid).</p> <p>Know about the skills, attributes, qualifications and training needed for different jobs.</p>	<p>Children should:</p> <p>Know what can influence people's decisions; look at advertising, emotional responses to advertising, social conscience, global influence and change</p> <p>Know that people's spending decisions can affect others and the environment (e.g.</p>	<p>Children should:</p> <p>Know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>Children create a group project, like the 'tenner challenge' to plan, budget and measure profit and loss – links to ICT/Maths.</p> <p>Children create simple GANT charts and</p>

	<p>Know that advertising and the items their friends have can influence the products they would like</p> <p>Enhanced/continuous provision - shop</p>	<p>Know the difference between needs and wants - that people may not always be able to have the things they want</p> <p>Know how to keep money safe and the different ways of doing this.</p>	<p>Know how to question and challenge stereotypes about the types of jobs people can do</p> <p>Know how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions.</p> <p>Know some effective workplace skills</p> <p>Consider hosting a 'World at Work' Week or invite visitors in to speak to the children.</p> <p>Children know that the demand for certain jobs changes and evolves. Children know that some jobs have not been</p>	<p>Fair trade, buying single-use plastics, or giving to charity)</p>	<p>measure timescales, profit/loss/and project planning</p> <p>Experian - Values, Money and Me (KS2)</p>
--	--	---	--	--	--