



# Backworth Park Primary School Knowledge and Skills Progression Grid PSHE & RSE

	Core Theme 1 Healthy Lifestyles	Core Theme 1 Relationships	Core Theme 1 Living in the Wider World
Nursery	<p><b>Physical wellbeing</b> Use the bathroom and wash hands Know when we are hungry and thirsty Physically active in our outdoor area Dress appropriately for outside</p> <p><b>Mental Health</b> Name different emotions Recognise when we are feeling sad, upset or worried Understand that talking about our worries can help Recognise that we can help others when they feel upset/worried/scared</p> <p><b>Ourselves, growing and changing</b> Learn to share and cooperate with others Talk about our families Recognise the changes in them since babyhood</p> <p><b>Keeping safe</b> Learn to be hygienic when using bathroom or having snack Understand personal space and appropriate behaviour around others Learn about the risks of Stranger Danger and that not all adults are safe adults Recognise the people who can help us when we have a problem</p>	<p>To talk about our families Know how to respond safely and appropriately to adults we come in contact with including adults we do not know, including online.</p> <p><b>Friendships</b> Learn to share and cooperate Be confident in our groups Make friends and connections in school Managing hurtful behaviour and bullying Begin to resolve conflict with the help of an adult Understand the term bullying Recognise that bullying is not acceptable and know where to go for help</p> <p><b>Safe relationships</b> Understand personal space and appropriate behaviour around others - for example privacy when using the bathroom Understand the difference between a secret and a surprise Respect self and others Learn how to respect the environment, resources and people within it Understand that their behaviour can impact on others</p>	<p><b>Shared responsibilities</b> Understand what rules are and why we need them Follow the rules of the class Communities Talk all about ourselves and our family Belong to our group Meet and help members of the local community Attend school trip</p> <p><b>Economic well being</b> Handle money Know that money has a value and can be exchanged for purchases Learn about different occupations and ways of life</p>
Reception	<p><b>Physical wellbeing</b> Know the importance of toileting and washing hands Know when we are hungry and thirsty Be physically active in our outdoor area Be able to dress appropriately for outside Understand the importance of movement and what changes we can see in our body (heart beating faster, feeling warm).</p> <p><b>Mental Health</b> Name different emotions Recognise when we are feeling sad, upset or worried Understand that talking about our worries can help Recognise that we can help others when they feel upset/worried/scared</p>	<p>To talk about our families Know how to respond safely and appropriately to adults we come in contact with including adults we do not know, including online. Feel confident to play/work with a range of different children and adults Become more aware of other adults in our school and their role within our school Discuss families and celebrate each other</p> <p><b>Friendships</b> Learn to share and cooperate Be confident in our groups Make friends and connections in school and know that friendships make us happy</p>	<p><b>Shared responsibilities</b> Understand what rules are and why we need them Follow the rules of the class and school and know expectations Learn how we can show respect to our wider world</p> <p><b>Communities</b> Talk all about ourselves and our family Belong to our group Meet and help members of the local community (links with roles they have. Attend school trip</p> <p><b>Economic well being</b> Handle money</p>



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	<p>Develop understanding of their own feelings and begin to regulate their behaviour accordingly</p> <p><b>Ourselves, growing and changing</b> Learn to share and cooperate with others Talk about our families Recognise the changes in them since babyhood Try new activities and begin to show independence, resilience and perseverance in the face of challenge.</p> <p><b>Keeping safe</b> Learn to be hygienic when using bathroom or having snack Understand personal space and appropriate behaviour around others - for example privacy when using the bathroom. Learn about the risks of Stranger Danger - not all adults are safe adults Recognise the people who can help us when we have a problem</p>	<p>Talk about similarities and differences with our peers and about being respectful</p> <p><b>Managing hurtful behaviour and bullying</b> Understand the term bullying Recognise that bullying is not acceptable and know where to go for help Understand how to deal with conflicts and thinking of ways to overcome problems such as sharing and kind hands</p> <p><b>Safe relationships</b> Understand the difference between a secret and a surprise Know how to respond safely and appropriately to adults we come in contact with including adults we do not know, including online</p> <p><b>Respecting self and others</b> Explain the reason for rules and know right from wrong. Learn how to respect the environment, resources and people within it. Understand that their behaviour can impact on others</p>	<p>Know that money has a value and can be exchange</p>
<p><b>Year 1</b></p>	<p><b>Physical wellbeing</b> H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H10. about the people who help us to stay physically healthy</p> <p><b>Mental health</b> H11. about different feelings that humans can experience H12. how to recognise and name different feelings H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone if something about their family makes them unhappy or worried</p> <p><b>Friendships</b> R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy</p> <p><b>Managing hurtful behaviour and bullying</b> R11. about how people may feel if they experience hurtful behaviour or bullying</p>	<p><b>Shared responsibilities</b> L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment</p> <p><b>Communities</b> L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people</p> <p><b>Economic well being: money</b> L10. what money is; forms that money comes in; that money comes from different sources</p> <p><b>Economic wellbeing: aspirations, work &amp; career</b> L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do</p>



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	<p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p><b>Ourselves, growing and changing</b></p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H27. about preparing to move to a new class/year group</p> <p><b>Keeping safe</b></p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>	<p><b>Safe relationships</b></p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p><b>Respecting self and others</b></p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	
<p><b>Year 2</b></p>	<p><b>Physical wellbeing</b></p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. why sleep is important and ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone if something about their family makes them unhappy or worried</p> <p><b>Friendships</b></p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p>	<p><b>Shared responsibilities</b></p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p><b>Communities</b></p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p><b>Media literacy &amp; digital resilience</b></p>



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	<p>H10. about the people who help us to stay physically healthy</p> <p><b>Mental Health</b></p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p><b>Ourselves, growing and changing</b></p> <p>H24. how to manage when finding things difficult</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p><b>Keeping safe</b></p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. about what to do if there is an accident and someone is hurt</p>	<p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p><b>Managing hurtful behaviour and bullying</b></p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p><b>Safe relationships</b></p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><b>Respecting self and others</b></p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p>	<p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p> <p>Economic well being: money</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p><b>Economic well being: aspirations, work &amp; career</b></p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>
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	<p>H36. how to get help in an emergency (how to dial 999 and what to say)  <b>Drugs, alcohol &amp; tobacco</b>          H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>R24. how to listen to other people and play and work cooperatively          R25. how to talk about and share their opinions on things that matter to them</p>	
<p><b>Year 3</b></p>	<p><b>Healthy lifestyles</b>          H1. how to make informed decisions about health  <b>H2. about the elements of a balanced, healthy lifestyle</b>          H3. about choices that support a healthy lifestyle, and recognise what might influence these          H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.          H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle          H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health  <b>Mental health</b>  <b>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</b>          H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing          H17. to recognise that feelings can change over time and range in intensity          H18. about everyday things that affect feelings and the importance of expressing feelings          H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;          H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p>	<p><b>Families &amp; close positive relationships</b>          R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)  <b>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</b>          R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability          R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty  <b>Friendships</b>  <b>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</b>          R13. the importance of seeking support if feeling lonely or excluded          R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely          R16. how friendships can change over time, about making new friends and the benefits of having different types of friends  <b>Managing hurtful behaviour &amp; bullying</b>  <b>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</b>          R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>	<p><b>Shared responsibilities</b>          L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws          L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)  <b>Communities</b>  <b>L6. about the different groups that make up their community; what living in a community means</b>          L7. to value the different contributions that people and groups make to the community  <b>Media literacy &amp; digital resilience</b>  <b>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</b>          L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images  <b>Economic wellbeing: Aspirations, work &amp; career</b>  <b>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</b>          L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life          L27. about stereotypes in the workplace and that a person's career aspiration</p>



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	<p><b>Ourselves, growing and changing</b></p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p><b>Keeping safe</b></p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p><b>Safe relationships</b></p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p><b>Respecting self and others</b></p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	
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<p>Year 4</p>	<p><b>Healthy lifestyles</b> H1. how to make informed decisions about health <b>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</b> H5. about what good physical health means; how to recognise early signs of physical illness H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health <b>Mental health</b> H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways <b>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</b> <b>Ourselves, growing and changing</b></p>	<p><b>Families &amp; close positive relationships</b> R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another <b>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</b> R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty <b>Friendships</b> R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R13. the importance of seeking support if feeling lonely or excluded <b>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</b> R16. how friendships can change over time, about making new friends and the benefits of having different types of friends <b>Managing hurtful behaviour &amp; bullying</b> R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour <b>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</b> <b>Safe relationships</b> R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p>	<p><b>Shared responsibilities</b> L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) <b>L3. about the relationship between rights and responsibilities</b> <b>Communities</b> L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community <b>Media literacy &amp; digital resilience</b> L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results <b>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</b> <b>Economic wellbeing: Aspirations, work &amp; career</b> L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them <b>L31. to identify the kind of job that they might like to do when they are older</b></p>
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	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p><b>Keeping safe</b></p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p><b>Respecting self and others</b></p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	
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# Backworth Park Primary School Knowledge and Skills Progression Grid PSHE & RSE

<p><b>Year 5</b></p>	<p><b>Healthy lifestyles</b></p> <p>H1. how to make informed decisions about health</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p><b>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</b></p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p><b>Mental health</b></p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p><b>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</b></p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<p><b>Families &amp; close positive relationships</b></p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p><b>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</b></p> <p><b>Friendships</b></p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p><b>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</b></p> <p><b>Managing hurtful behaviour &amp; bullying</b></p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-</p>	<p><b>Shared responsibilities</b></p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</b></p> <p><b>Communities</b></p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><b>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</b></p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p><b>Media literacy &amp; digital resilience</b></p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p><b>L16. about how text and images in the media and on social media can be manipulated or invented</b></p> <p><b>Economic wellbeing: Aspirations, work &amp; career</b></p>
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# Backworth Park Primary School Knowledge and Skills Progression Grid PSHE & RSE

	<p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>Ourselves, growing and changing</b></p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p><b>Keeping safe</b></p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p><b>Safe relationships</b></p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><b>Respecting self and others</b></p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p>	<p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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# Backworth Park Primary School Knowledge and Skills Progression Grid PSHE & RSE

		<p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	
<p><b>Year 6</b></p>	<p><b>Healthy lifestyles</b></p> <p>H1. how to make informed decisions about health</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p><b>Mental health</b></p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>	<p><b>Families &amp; close positive relationships</b></p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b>Friendships</b></p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p><b>Shared responsibilities</b></p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p><b>Communities</b></p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p><b>Media literacy &amp; digital resilience</b></p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>



# Backworth Park Primary School Knowledge and Skills Progression Grid PSHE & RSE

	<p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>Ourselves, growing and changing</b></p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p><b>Keeping safe</b></p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p>	<p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p><b>Managing hurtful behaviour &amp; bullying</b></p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p><b>Safe relationships</b></p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (all contexts incl online) and do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><b>Respecting self and others</b></p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented;</p> <p><b>Economic wellbeing: money</b></p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p> <p><b>Economic wellbeing: Aspirations, work &amp; career</b></p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p>
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# Backworth Park Primary School Knowledge and Skills Progression Grid PSHE & RSE

	<p><b>Drugs, alcohol and tobacco</b></p> <p>H4.6. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H4.7. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H4.8. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H4.9. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H5.0. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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