



St John's Stonefold C. E. Primary School
Skill and Knowledge Progression
PSHE



Reception Key Themes Life cycles Girls and boys			Y1 Key Themes Getting help Becoming independent Body parts		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
1. To identify the stages of human growth and recognise changes that occur in people and nature over time.	I can describe the life cycle of an animal, describe how a baby grows to an adult and what babies need to be healthy.	Can they explain seasonal changes, and match a baby animal to its mother? Can they describe what babies need and put life stages in order? Can they explain how they have changed and the skills they have learnt?	1. To recognise what our bodies need to stay healthy, including food, water, air, exercise, sleep and sensible screen use.	I can tell you that bodies need food, water and oxygen, sleep and exercise to stay healthy, and can make healthy choices about screen time.	Do they understand that the body gets energy from food, water and oxygen? Can they give examples of healthy choices we can make every day, around food and drinks, exercise and rest? Do they understand how screen time can affect our health, and how to make safe choices about screen use?

2. To use the correct vocabulary to name and describe body parts, and explain how babies are made by a man and a woman.	I can tell you the scientific names for my body parts and tell you some things about how babies are made.	Do they use the correct vocabulary for male and female body parts? Can they explain that parts of a male and parts of a female are needed for making babies?	2. To identify how they have changed since they were a baby and recognise how family members and other adults help care for and support them as they grow.	I can talk about things I can do now that I couldn't do when I was a baby or toddler, things I am still learning to do, and the people in my family who help and care for me.	Can they give you an example of things they've been able to do at different stages of life? Can they talk about what they are still learning to do, and would like to learn as they get older? Can they explain how people in their family have helped and cared for them?
3. To recognise ways to keep themselves safe and make healthy choices.	I can tell you the PANTS rule and some ways that I can keep my body safe and healthy.	Do they have a good knowledge of different body part names, including private parts? Do they practice keeping safe during times when they go to the toilet etc? Can they name some safe adults?	3. To recognise safe and unsafe behaviour, including teasing, bullying, secrets and surprises, and identify how to seek help from safe adults.	I can talk about safe and unsafe behaviour, explain what teasing and bullying are, and the difference between safe surprises and unsafe secrets, and can name some safe adults who can help me if I feel worried.	Do they recognise that teasing is unkind behaviour, and that bullying is when someone is unkind on purpose, repeatedly? Can they distinguish between a secret and a surprise (like a birthday present)? Can they identify who they could talk to if they were worried about something?

			4. To identify private body parts, explain how to keep them safe, and recognise that their body belongs to them.	I can name the body parts girls and boys have that are the same and different, identify which body parts are private, and how to keep my private parts safe.	Do they use correct vocabulary? Do they understand that their body belongs to them, and can they explain how someone would keep their private parts private? Can they recognise examples of safe and unsafe touch?
			5. To notice and name different feelings in themselves, and show awareness of how others may feel.	I can talk about my different feelings, and understand that feelings might change how someone looks or behaves.	Can they name a range of feelings? Can they recognise feelings in themselves and others and what causes them? Do they understand that feelings can affect people's facial expressions, actions and behaviour?

Y2 Key Themes Being supportive Dealing with loss Life cycles			Y3 Key Themes Keeping safe Relationships Menstruation and puberty		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions

1. To notice and name a range of feelings, including those linked to loss and change, and show kindness, care and support through our words and actions.	I can recognise and talk about feelings that happen when things change or when we lose something important, and suggest kind ways to support myself or a friend.	Can they recognise and name a range of feelings linked to loss or change, and suggest ways of managing these? Do they show empathy towards others, and use kind, encouraging words to support and celebrate their friends' efforts and achievements?	1. To identify different types of relationships, recognise the qualities of healthy relationships.	I can identify different types of relationships, and describe behaviours that make relationships healthy or unhealthy.	Can they describe different relationships they have? Could they tell you what is different about these relationships? Can they describe the qualities of a healthy relationship (trust, kindness, respect, care, support and listening) and signs of an unhealthy relationship?
2. To identify the stages of human growth and change, recognise how people's needs change over time, and understand how family and others can help care for them.	I can describe how I have grown and changed, talk about things I would like to do when I get older, and explain how my family has helped and cared for me.	Can they give examples of how they've developed and their needs have changed? Can they give you an example of what they would like to improve or learn? Do they recognise how families support them in different ways as they get older?	2. To recognise personal boundaries and body space, including appropriate and inappropriate touch, and use strategies to speak up and seek help when feeling uncomfortable or unsafe.	I can explain what body space is, recognise when someone is making me feel uncomfortable, communicate my feelings clearly and respectfully and seek help when needed.	Can they explain what personal boundaries, body space and appropriate touch are? Do they recognise the importance of asking for and giving consent? Can they explain how they would respond if someone made them feel uncomfortable, including how and when to seek help?

3. To identify the private parts of the body and recognise that genitals help people make babies when they are adults.	I can name private parts of the body and explain that these body parts help people make babies when they are adults.	Do they use scientific vocabulary related to private body parts, and seeds (sperm) and eggs? Are they beginning to understand the processes of reproduction?	3. To recognise unsafe situations, including unsafe secrets and physical harm, and identify basic first aid skills and safe adults who can help.	I can recognise when something feels unsafe, describe ways to stay safe in different situations, including seeking help from safe adults, use some basic first aid skills.	Can they explain ways to stay safe in different situations (e.g. unsafe secrets, water safety, fire hazards), and describe some basic first aid responses? Can they identify safe adults, and explain how and when to seek help for themselves or others?
4. To recognise privacy, consent and personal boundaries around information, belongings and body parts.	I can explain what privacy means, understand that my body, belongings and personal information belong to me, recognise that I can say 'no' to help keep them safe, and when I should ask for someone else's permission.	Are they aware of privacy, and how it relates to bodies, belongings and information? Are they confident to say 'no' to others? Do they practice asking for or giving permission/ consent, and accept if someone says 'no' to them?	4. To identify private body parts, recognise how babies are made from an egg and sperm, and describe the physical and emotional changes that happen during puberty.	I can name private parts of the body, describe how a male and female body will change during puberty, and understand that these changes are linked to making babies when people are adults.	Do they use the correct vocabulary for private body parts? Can they give examples of puberty changes (male/ female, physical and emotional)? Do they understand that periods happen when an egg does not join with a sperm and that puberty prepares the body for reproduction in adulthood?
5. To identify safe adults, and know how and when to seek help if they feel uncomfortable, unsafe, or worried about secrets, touch or personal boundaries.	I can name safe adults at home, at school, and in the community, and recognise when and how to ask for help if I feel worried or unsafe.	Can they identify safe adults in their lives as well as those in the community? Can they explain how and when to ask for help? Do they recognise that a safe adult will help them?	5. To stay safe online and offline by protecting personal information, making safe choices about sharing information and images.	I can explain how to stay safe online and offline, including keeping personal information safe, treating others with respect.	Do they know what personal information is (including images)? Can they explain when it is safe or unsafe to share personal information? Do they understand how to behave respectfully online and offline, and recognise that people online may not always be who they say they are?

Y4/P5 Key Themes Managing big feelings Relationships including marriage Body changes during puberty			Y5/P6 Key Themes Managing big feelings Getting help Managing change		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
To identify the different emotional reactions to different types of change and discuss them	I can describe different emotions that people may experience when going through change.	Can they identify a range of emotions that people may experience when going through change? Can they explain why different people may respond differently to the same change? Can they make links between changes in everyday life and changes experienced during puberty?	To describe the intensity of different feelings and strategies to build resilience.	I can begin to manage challenging emotions by building my resilience.	What is their understanding of resilience? Do they use it in their learning and other areas? How do they self-regulate their emotions?
To recognise how puberty prepares the body for reproduction, recognise menstruation as a normal part of this process, and identify and name the external genitalia using correct scientific terminology.	I can explain how puberty prepares the body for reproduction, describe what menstruation is, and use the correct scientific names for the external genitalia.	Can they explain that puberty prepares the body for reproduction? Can they describe what menstruation is and why it happens? Can they use correct scientific vocabulary when discussing puberty, body parts, reproduction and menstruation? Can they recognise that people may have different feelings about the changes that occur during puberty?	To understand the different types of feelings and emotions associated with puberty.	I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.	Do they use different vocabulary to highlight intensity (e.g. cross, angry, frustrated, mad)? Are they respectful of the emotions of other people? Consider their skills learnt or used during previous units.

To understand strategies and tools that can help people manage change.	I can discuss ways to manage change and identify people.	Can they describe strategies that help them manage change? Can they explain how tools such as a Learning Line can support them in managing change? Can they discuss ways to cope with feelings associated with change?	To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.	I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.	Can they name trusted adults both in their personal life and community? Do they understand the importance of sharing unsafe secrets?
To recognise where support can be found during times of change.	I can identify people and sources of support that can help during puberty and other life changes.	Can they identify trusted adults and other sources of support? Can they explain when and why they might seek support during puberty or other life changes? Do they know who they can talk to if they are worried or have questions about change?	To describe the physical changes of puberty, including menstruation, label reproductive anatomy, and describe products used during puberty.	I can explain, using appropriate vocabulary, the physical and emotional changes that happen during puberty, including menstruation and can label the external sexual organs.	Can the pupil explain the physical changes that happen during puberty, including menstruation, using the correct vocabulary? Can they identify and explain the purpose of products that may be needed during puberty and menstruation?
To explore why people choose marriage, cohabitation or civil ceremonies and recognise the importance of choice and consent in relationships.	I can explain why some people choose to get married, enter a civil partnership or civil ceremony, or live together, and why these choices should be made freely and with consent.	Can they describe different types of committed adult relationships, including marriage, civil partnerships and cohabitation? Can they explain reasons why people may choose these different relationships? Can they explain that marriage and civil partnerships should be entered into freely? Do they understand the	To explain how people might feel at times of change and loss. To consider strategies when coping with this.	I can give examples of feelings and emotions people have at times of change.	Consider their experience of change and loss. How do they cope with change during the day (in home or at school)? Consider those children with SEND who may need more support with managing change? Do they use relevant emotional terminology?

		meaning and importance of consent in committed relationships?			
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Y6/P7 Key Themes Self esteem Keeping safe Body Image		
Learning Intentions	Skills	Assessment Questions
To identify types of emotional responses and some strategies for coping with change.	I can name some of the feelings and emotions people have during change.	What is their understanding of resilience? Do they use a broad range of vocabulary to describe emotions? What strategies do they use themselves? How do they self-regulate their feelings?

<p>To identify the physical and emotional challenges faced during puberty and the strategies or support available for this.</p>	<p>I can give examples of how someone could cope with or get support during puberty.</p>	<p>Could they name people and places where someone can get support? What advice would they give to someone? Can they give sympathetic advice or support?</p>
<p>To understand how media and technology can influence appearance ideals and to value personal qualities beyond physical appearance.</p>	<p>I can recognise that images online are not always real and value people for their qualities, not just their appearance.</p>	<p>Do they recognise that media and technology can create unrealistic images of appearance? Do they explain how these images can affect the way people feel about themselves? Do they identify and value positive personal qualities beyond physical appearance?</p>

To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.	I can explain how to stay safe when sharing images and information online.	Do they explain how these images can affect the way people feel about themselves?
To understand stereotypes and challenge gender stereotypes in society and the media.	I can explain what a stereotype is and challenge unfair ideas about what boys and girls can do.	Do they identify and value positive personal qualities beyond physical appearance?