

PSHE Progression in KUS

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. PSHE in Key Stage one falls into three core themes; **Health and wellbeing**, **Relationships** and **Living in the wider world** (including economic wellbeing and aspects of careers education).

	Year One	Year Two
Knowledge	<ul style="list-style-type: none"> I can tell you some examples of what a healthy person is. I can tell you ways to keep safe in and out of school. I know I must tell someone if something upsets me or I see something I'm not sure of (on/off line) I know who to go to for help in/out of school and on/off line. I can tell you the rules about medicines/household products. I can tell you examples of groups I belong to and respectfully listen to others who may be in different groups. I am becoming more aware of the use of money and its importance. 	<ul style="list-style-type: none"> I can tell you a range of examples of what is meant by 'healthy lifestyle' (e.g. exercise, dental/hygiene, nutrition, sleep, normal range of emotions). I can tell you a range of different ways to stay safe (physical, emotional health and well-being) including on/off line, behaviour choices, personal hygiene, medicine use & storage, safety in environment both in/out of school and sun safety). I know who to go to for help in/out of school and on/off line and why it is important to get help. I know what to do when people are being unkind (to me or others) both on and off line. I know that household products including medicines can be harmful if not used/stored properly. I can tell you examples of different groups and community's people belong to, recognising some differences which should be respected. I know about the importance of money (where money comes from, how to keep it safe, the importance of managing it effectively, the role money has in people's lives)
Understanding	<ul style="list-style-type: none"> I can follow the daily school rules and routines to promote good hygiene helping myself and others. I can tell you changes in my body pre-post exercise and how I feel. I can tell you a range of emotions that I or others may be feeling I can tell you the school rules and why they are important in making the right choice. I am beginning to understand there are differences in people and the importance of respecting these. I understand that if something happens 'on/off line' it may not be my fault and the important thing to do is tell someone. 	<ul style="list-style-type: none"> I understand the importance of following good hygiene routines in order to help myself and others (personal/control disease). I understand why it is important to do physical exercise and can tell you the benefits (including examples of mental well-being). I understand that people experience a range of emotions and am beginning to understand why. I understand I have choices which can help me with my health and wellbeing and my behaviour can affect others. I understand that other people may be different (family, behaviour, opinions, relationships) and how to respect these differences I understand I have rights and responsibilities as members of families, other groups and ultimately as citizens. I understand the importance of respecting and protecting the environment near and far. I understand that if something happens 'on/off line' it may not be my fault and the important thing to do is tell someone.
Attributes	I am beginning to understand the school values; Respect, Kindness, Perseverance, Honesty, Resilience, Courage	I understand and give some examples of the school values; Respect, Kindness, Perseverance, Honesty, Resilience, Courage
Skills	<ul style="list-style-type: none"> I am beginning to use a range of strategies to help manage my feelings. 	<ul style="list-style-type: none"> I can use a range of strategies to help manage my feelings.

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Assessment by end of year two

Health & Well Being	Relationships	Living in the Wider World
<p>Healthy lifestyles & physical well being</p> <p>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 H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5 simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy</p>	<p>Family and close positive relationships</p> <p>R1. about the roles different people 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 (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>Shared responsibilities</p> <p>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>Mental Health</p> <p>H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people’s bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) 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 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 H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>Friendships</p> <p>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>Communities</p> <p>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>Ourselves growing & changing</p> <p>H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult H25. to name the main parts of the body H26. about growing, changing from young to old, how people’s needs change</p>	<p>Managing hurtful behaviour and bullying</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying 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>Media literacy & digital resilience</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is</p>

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H27. about preparing to move to a new class/year group					true	
Keeping Safe H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly 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 H33. about the people whose job it is to help keep us safe 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 H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)		Safe relationships R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe 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			Economic wellbeing: Money L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this	
Drugs and alcohol H37. about things that people can put into their body or on their skin; how these can affect how people feel		Respecting self and others R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others 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			Economic wellbeing: Aspirations, work and career 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 L17. about some of the strengths and interests someone might need to do different jobs	
Term & Jigsaw Unit	T1.1 Being Me in my World	T1.2 Celebrating Difference	T2.1 Dreams & Goals	T2.2 Healthy Me	T3.1 Relationships	T3.2 Changing Me
Coverage of PSHE PoS (see below)	H24 H28 H33 R17 R21-25 L1-6 L12 L14	H19 H33 H34 R3-13 R19 R21-25 L1 L2 L4-6 L12 L14	H17 H19 H24 H29 R23 – R25 L1 L6 L10-11 L13-15 L17	H1-9 H17 H28-29 H30-33 H35-37 R5 R15 R19-20 R23-25 L1-3 L6-9 L14	H17 H19-20 H24 H29 R1-7 R9-10 R16-25 L1 L2 L6 L14 L16	H19 H20 H24 H26-27 R5 R13 R20 R23-25 L2 L5 L6 L14