



## Cononley Primary School Progression of knowledge and vocabulary in PSHE

Families and relationships	EYFS (PSED)	Year 1/2	Year 3/4	Year 5/6
Family	<ul style="list-style-type: none"> <li>To be able to talk about the members of my immediate family</li> </ul>	<ul style="list-style-type: none"> <li>To understand that families look after us.</li> <li>To know some words to describe how people are related (eg. aunty, cousin)</li> <li>To know that some information about me and my family is personal.</li> <li>To know that families can be made up of different people.</li> <li>To know that families may be different to my family.</li> </ul>	<ul style="list-style-type: none"> <li>To know that families are varied in the UK and across the world (<i>including issues about stereotyping</i>)</li> <li>To know that I can talk to trusted adults or services such as Childline if I experience family problems.</li> </ul>	<ul style="list-style-type: none"> <li>To know that marriage is a legal commitment and is a choice people can make.</li> <li>To know that if I have a problem, I can call ChildLine on 0800 1111</li> </ul>
Friendships	<ul style="list-style-type: none"> <li>To say what makes a good friend</li> </ul>	<ul style="list-style-type: none"> <li>To understand some characteristics of a positive friendship.</li> <li>To understand that friendships can have problems but that these can be overcome.</li> <li>To know some problems which might happen in friendships.</li> <li>To understand that some problems in friendships might be more serious and need addressing.</li> </ul>	<ul style="list-style-type: none"> <li>To know that violence is never the right way to solve a friendship problem.</li> <li>To know that bullying can be physical or verbal.</li> <li>To know that bullying is repeated, not a one off event.</li> <li>To understand the different roles related to bullying including victim, bully and bystander.</li> </ul>	<ul style="list-style-type: none"> <li>To know what attributes and skills make a good friend.</li> <li>To understand what might lead to someone bullying others.</li> <li>To know what action a bystander can take when they see bullying.</li> <li>To know that a conflict is a disagreement or argument and can occur in friendships.</li> <li>To understand the concepts of negotiation and compromise.</li> </ul>

			<ul style="list-style-type: none"> <li>To understand that everyone has the right to decide what happens to their body.</li> </ul>	
Respectful Relationships	<ul style="list-style-type: none"> <li>To use please and thank you appropriately</li> <li>To understand gender stereotypes related to everyday activities (eg football, dance)</li> <li>To be able to say what makes you feel happy and what makes you feel sad</li> </ul>	<ul style="list-style-type: none"> <li>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</li> <li>To understand some ways people show their feelings.</li> <li>To understand what good manners are.</li> <li>To understand some gender stereotypes related to jobs.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that there are similarities and differences between people.</li> <li>To understand some stereotypes related to age.</li> <li>To understand some stereotypes related to disability.</li> <li>To know that trust is being able to rely on someone and it is an important part of relationships.</li> <li>To understand the courtesy and manners which are expected in different scenarios.</li> <li>To know the signs of a good listening.</li> </ul>	<ul style="list-style-type: none"> <li>To understand what respect is.</li> <li>To understand that everyone deserves respect but respect can be lost.</li> <li>To know that stereotypes can be unfair, negative and destructive.</li> <li>To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</li> <li>To understand that stereotypes can lead to bullying and discrimination</li> <li>To understand that positive attributes are the good qualities that someone has.</li> </ul>
Change and Loss	<ul style="list-style-type: none"> <li>To talk about the loss from personal experience (family member, pet, toy etc)</li> </ul>	<ul style="list-style-type: none"> <li>To know that there are ways we can remember people or events</li> </ul>	<ul style="list-style-type: none"> <li>To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that loss and change can cause a range of emotions.</li> <li>To know that grief is the process people go through when someone close to them dies.</li> </ul>
<b>Vocabulary</b>	<p>happy sad feelings please thankyou different, same friend family</p>	<p>Emotions, friendship, stereotype, family, problem, manners, love, respect</p>	<p>Bullying, communicate, empathy, trust, sympathy, bereavement, boundaries, bystander, permission</p>	<p>Attributes, cyberbullying, marriage, authority, grief/grieving, resolve, expectation, discrimination</p>

My Health and Wellbeing	EYFS	Year 1/2	Year 3/4	Year 5/6
Health and Prevention	<ul style="list-style-type: none"> <li>To know that it is important to have clean hands</li> <li>To know that it is important to keep safe in the sun</li> <li>To know what allergy means</li> <li>To know it is important to brush teeth regularly</li> </ul>	<ul style="list-style-type: none"> <li>To understand we can limit the spread of germs by having good hand hygiene.</li> <li>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</li> <li>To know that certain foods and other things can cause allergic reactions in some people.</li> <li>To know that food and drinks with lots of sugar are bad for my teeth.</li> </ul>	<ul style="list-style-type: none"> <li>To understand ways to prevent tooth decay.</li> <li>To know key facts about dental health.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the risks of sun exposure.</li> <li>To understand that vaccinations can give us protection against disease.</li> <li>To know that changes in the body could be possible signs of illness</li> </ul>
Physical Health and Wellbeing	<ul style="list-style-type: none"> <li>To know that good routines help them to sleep well</li> <li>To say which physical activities/games make them feel happy</li> <li>To know what it means to relax</li> </ul>	<ul style="list-style-type: none"> <li>To know that sleep helps my body to repair itself, to grow and restores my energy.</li> <li>To understand the importance of exercise to stay healthy.</li> <li>To understand the balance of foods we need to keep healthy.</li> <li>To know that breathing techniques can be a useful strategy to relax.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the positive impact relaxation can have on the body.</li> <li>To know that visualisation means creating an image in our heads.</li> <li>To know the different food groups and how much of each of them we should have to have a balanced diet.</li> </ul>	<ul style="list-style-type: none"> <li>To know that relaxation stretches can help us to relax and de-stress.</li> <li>To know that calories are the unit that we use to measure the amount of energy certain foods give us.</li> <li>To know that what we do before bed can affect our sleep quality.</li> <li>To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health)</li> <li>To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</li> </ul>
Mental Wellbeing	<ul style="list-style-type: none"> <li>To name different emotions</li> <li>To be able to say things we are good at</li> </ul>	<ul style="list-style-type: none"> <li>To know the words to describe some positive and negative emotions.</li> <li>To know that we can feel more than one emotion at a time.</li> <li>To know that strengths are things we are good at.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that mistakes can help us to learn.</li> <li>To understand the importance of belonging.</li> <li>To understand what being lonely means and that it is not the same as being alone.</li> </ul>	<ul style="list-style-type: none"> <li>To understand what can cause stress. To understand that failure is an important part of success.</li> <li>To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the</li> </ul>

		<ul style="list-style-type: none"><li>• To know that qualities describe what we are like.</li><li>• To know that a growth mindset means being positive about challenges and finding ways to overcome them.</li></ul>	<ul style="list-style-type: none"><li>• To know that different job roles need different skills and so some roles may suit me more than others.</li><li>• To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical.</li><li>• To know who can help if we are worried about our own or other people's mental health.</li><li>• To understand what a problem or barrier is and that these can be overcome.</li></ul>	effects technology can have on mental health.
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<b>Vocabulary</b>	feelings happy sad angry scared calm relax sleep laugh wash allergy healthy dentist	Allergic, germs, relaxation, diet, exercise, strengths, hygiene	Barriers, resilience, fluoride, mental health, visualise, decay	Antibodies, habit, vaccination, responsibility, steps
<b>Safety and the changing body</b>	<b>EYFS</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
Being Safe (including online)	<ul style="list-style-type: none"> <li>• To know what to do if there is a touch you don't like</li> <li>• To know my private parts are private</li> <li>• To talk about the difference between secrets and surprises</li> <li>• To know what to do if I get lost</li> <li>• To know that I should tell an adult</li> </ul>	<ul style="list-style-type: none"> <li>• To know that some types of physical contact are never appropriate.</li> <li>• To know the PANTS rule.</li> <li>• To understand the difference between secrets and surprises.</li> <li>• To know what to do if I get lost.</li> <li>• To know that a hazard is something which could cause an accident or injury.</li> <li>• To know that I should tell an adult if I see something which makes me uncomfortable online.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing skills as a responsible digital citizen.</li> <li>• To understand that there are risks to sharing things online.</li> <li>• To know the difference between private and public.</li> <li>• To understand that cyberbullying is bullying which takes place online.</li> <li>• To know the signs that an email might be fake.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the steps to take before sending a message online (using the THINK mnemonic).</li> <li>• To know some of the possible risks online.</li> <li>• To understand that online relationships should be treated in the same way as face to face relationships.</li> <li>• To know where to get help with online problems.</li> </ul>

	<p>if I see something which makes me uncomfortable online.</p> <ul style="list-style-type: none"> <li>To know how to be a safe pedestrian</li> </ul>	<ul style="list-style-type: none"> <li>To know the rules for crossing the road safely.</li> </ul>		
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>To name different medicines and know that we should only take medicines when a trusted adult gives them to us</li> </ul>	<ul style="list-style-type: none"> <li>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</li> <li>To know that medicine can help us when we are ill.</li> <li>To understand that we should only take medicines when a trusted adult says we can</li> </ul>	<ul style="list-style-type: none"> <li>To understand that other people can influence our choices.</li> <li>To understand the risks associated with smoking tobacco</li> </ul>	<ul style="list-style-type: none"> <li>To know some strategies I can use to overcome pressure from others and make my own decisions.</li> <li>To understand the risks associated with drinking alcohol.</li> </ul>
The changing body	<ul style="list-style-type: none"> <li>To know that there are different body parts</li> </ul>	<ul style="list-style-type: none"> <li>To know the names of parts of my body including private parts.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the physical changes to both male and female bodies as people grow from children to adults.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the process of the menstrual cycle.</li> <li>To know the names of the external sexual parts of the body and the internal reproductive organs.</li> <li>To know that puberty happens at different ages for different people.</li> <li>YEAR 6: To understand how a baby is conceived and develops</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>To know how to ring 999</li> </ul>	<ul style="list-style-type: none"> <li>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</li> <li>To know that the emergency services are the police, fire service and the ambulance service.</li> </ul>	<ul style="list-style-type: none"> <li>To know that it is important to maintain the safety of myself and others, before giving first aid.</li> <li>To know that bites or stings can sometimes cause an allergic reaction.</li> <li>To know that asthma is a condition which causes the airways to narrow.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to assess a casualty's condition.</li> <li>To know how to conduct a primary survey.</li> </ul>
<b>Vocabulary</b>	Private, secret, surprise medicine	Medicine, hazards, safe, unsafe, emergency Body parts: vagina, testicles/testes	Cyberbullying, anaphylaxis, casualty, influence, injuries tobacco, asthma,	wet dreams, menstruation, ejaculation, erection, attraction, alcohol, trolling

	Body parts: penis, vulva,			Body parts – bladder, cervix, clitoris, egg/ova, nipples, scrotum, ovary, fallopian tube, labia, pubic hair, womb, puberty, genitals, breasts  YEAR 6 only:, fertilisation, sexual intercourse, conception
<b>Citizenship</b>	EYFS	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>

	<ul style="list-style-type: none"> <li>• To know the reasons why we have rules</li> <li>• To talk positively about my physical appearance (skin, hair, eyes, etc)</li> <li>• To know that we all belong to our school community</li> <li>• To know some of the jobs people do in Cononley</li> <li>• To know how we can look after our school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the rules in school.</li> <li>• To know some of the different places where rules apply.</li> <li>• To understand that everyone has similarities and differences (<i>celebrating differences in ourselves and others -skin, hair, eyes, etc</i>)</li> <li>• To know that some rules are made to be followed by everyone and are known as 'laws'.</li> <li>• To know some of the jobs people do to look after the environment in school and the local community.</li> <li>• To know that different pets have different needs.</li> <li>• To understand the needs of younger children and that these change over time.</li> <li>• To know that voting is a fair way to make a decision.</li> <li>• To understand how democracy works in school through the school council.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how recycling can have a positive impact on the environment.</li> <li>• To know that the local council is responsible for looking after the local area.</li> <li>• To know that elections are held where adults can vote for local councillors.</li> <li>• To know that reusing items is of benefit to the environment.</li> <li>• To understand that councillors have to balance looking after local residents and the needs of the council.</li> <li>• To understand some of the consequences of breaking rules.</li> <li>• To understand the role of charities in the community.</li> <li>• To know that there are a number of groups which make up the local community.</li> <li>• To understand the UN Convention on the Rights of the Child, (<i>including the right to freedom of expression and freedom of thought, belief and religion.</i>)</li> <li>• <i>To respect and appreciating diversity and difference (including race, religion, gender, disability) in our own and other communities</i></li> </ul>	<ul style="list-style-type: none"> <li>• To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</li> <li>• To know that education is an important human right.</li> <li>• To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know what happens when someone breaks the law.</li> <li>• To understand the waste hierarchy.</li> <li>• To know that prejudice is making assumptions about someone based on certain information (focus on race, religion and gender)</li> <li>• <i>To know that discrimination is treating someone differently because of certain factors (focus on race, religion and gender)</i></li> <li>• To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</li> <li>• To know that our food choices can affect the environment</li> </ul>
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<b>Vocabulary</b>	Rule, different, belong, job	Democracy, vote, opinion, school council, community	Consequence, law, Human rights, council/counsellor, recycle/reuse diversity, respect, equal	Conflict, earn, parliament, government, pressure group, prejudice, discrimination,
<b>My Economic Wellbeing</b>	<b>EYFS</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>

	<ul style="list-style-type: none"> <li>• To know what money is for</li> <li>• To know that money can be spent or saved</li> <li>• To know some jobs in school.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that coins and notes have different values.</li> <li>• To know some of the ways children may receive money.</li> <li>• To know that it is wrong to steal money.</li> <li>• To know that banks are places where we can store our money.</li> <li>• To know that different jobs need different skills.</li> <li>• To know the difference between a 'want' and 'need'.</li> <li>• To know some of the ways in which adults get money.</li> <li>• To know some of the features to look at when selecting a bank account.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that budgeting money is important.</li> <li>• To understand that there are a range of jobs available.</li> <li>• To know that money can be lost in a variety of ways.</li> <li>• To understand the importance of tracking money.</li> <li>• To know that many people will have more than one job or career in their lifetimes.</li> <li>• Exploring ways to overcome stereotypes in the workplace.</li> <li>• To understand that there are different ways to pay for things. To understand that some stereotypes can exist around jobs but these should not affect people's choices.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that different jobs have different routes into them.</li> <li>• To understand that people change jobs for a number of reasons.</li> <li>• To know that when money is borrowed it needs to be paid back, usually with interest.</li> <li>• To know that it is important to prioritise spending.</li> <li>• To know some ways that people lose money.</li> <li>• To know that income is the amount of money received and expenditure is the amount of money spent.</li> <li>• To understand that there are certain rules to follow to keep money safe in bank accounts.</li> <li>• To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.</li> <li>• To know that banks and organisations such as Citizens' Advice can help with money-related problems</li> </ul>
<b>Vocabulary</b>	Save, spend, money, coins, notes, jobs	Cash, bank/building society, earn	Budget, expense, debit card, qualification, career	Interest, expenditure, gambling, PIN, repayment
<b>Transition</b>	<b>EYFS</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>

	<ul style="list-style-type: none"> <li>• To recognise how we have changed in EYFS</li> <li>• To talk about how change makes us feel</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that changes can be both positive and negative.</li> <li>• To understand that change is part of life</li> </ul>	<ul style="list-style-type: none"> <li>• To know that setting goals can help us to achieve what we want. To understand that change often brings about more opportunities and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the skills needed for roles in school.</li> <li>• To know that a big change can bring opportunities but also worries.</li> <li>• Year 6 only: To know that identity is the way we see ourselves and also how other people see us.</li> </ul>
<b>Vocabulary</b>	change grow new worries	Positive, negative, strengths	Achievements, opportunities, responsibilities, change, goals	Strategies, opportunities, change, goals, skills Year 6 only: Identity, influence, gender, sexual orientation, media