



PHSE Golden Threads Progression Of Knowledge Overview

EYFS	Nursery	Reception	ELG
<p>Understanding the world</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <p>regular physical activity</p> <p>healthy eating</p> <p>toothbrushing</p> <p>sensible amounts of 'screen time'</p> <p>having a good sleep routine</p> <p>being a safe pedestrian</p> <p>Further develop the skills they need to manage the school day successfully:</p> <p>lining up and queuing</p> <p>mealtimes</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Talk about the lives of people around them and their roles in society.</p>

and talk about the differences they have experienced or seen in photos.

	Health & Wellbeing	Relationships	Living in the wider world	Equality & British values
Year 1	<p>Awareness of feelings</p> <ul style="list-style-type: none"> How to recognise and name different feelings A range of words to describe feelings How to tell how people are feeling <p>Parts of the body (including genitalia)</p> <p>Keeping well and clean</p> <ul style="list-style-type: none"> that things people put into their bodies can affect how they feel why hygiene is important and how simple hygiene routines can stop germs from being passed on how physical activity and healthy eating helps them to stay healthy what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing who helps help them to stay healthy (e.g. parent, dentist, doctor) <p>Keeping Safe</p> <ul style="list-style-type: none"> that household products, including medicines, can be harmful if not used properly how medicines can help people stay healthy and that some people need to take medicines every day to stay healthy some basic rules to keep safe online 	<p>All about me</p> <ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and that everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common <p>My friendships</p> <ul style="list-style-type: none"> about what makes a good friend about different types of friends, including grown-ups simple strategies to resolve conflict between friends that hurtful behaviour is not acceptable and how to report bullying (including cyberbullying) the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises What 'privacy' means and the importance of respecting others' privacy <p>My family</p> <ul style="list-style-type: none"> To explore different kinds of families To identify who can help when families make us feel unhappy or unsafe <p>Losing and finding</p> <ul style="list-style-type: none"> about what happens when things get lost or change 	<p>The Environment</p> <ul style="list-style-type: none"> what can harm the local and global environment; how they and others can help care for it <p>Being different</p> <ul style="list-style-type: none"> more about other people's opinions and views about the different groups they belong to (clubs, faith, cultural heritage etc) <p>Money</p> <ul style="list-style-type: none"> about what money is and where it comes from about the cost of everyday items that I can keep money in different places, and that some places are safer than others, e.g. a money box or a bank <p>Looking after myself</p> <ul style="list-style-type: none"> more about road safety and who helps us keep safe 	<p>Ethnicity</p> <p>Being Different – Tolerance & Acceptance</p>
	Health & Wellbeing	Relationships	Living in the wider world	Equality & British values
Year 2	<p>Healthy People</p> <ul style="list-style-type: none"> that different things help their bodies 	<p>All About my feelings</p> <ul style="list-style-type: none"> to recognise that not everyone feels 	<p>Money shopping and saving</p> <ul style="list-style-type: none"> about spending money and 	<p>Religion</p>

to be healthy, including food and drink, physical activity, sleep and rest (Science curriculum)

- to recognise the importance of knowing when to take a break from time online or TV
- that a healthy person has good physical and mental health and wellbeing

Keeping Safe

- how rules and restrictions help them to keep safe (e.g. age, basic road, fire, cycle, water safety; in relation to medicines/ household products and online)
- how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and learn what steps they can take to avoid or remove themselves from them
- that not everything they see online is true or trustworthy and that people can pretend to be someone they are not
- how to tell a trusted adult if/when they are worried for themselves or others, worried that something is, or feels, unsafe, or if they come across something that scares or concerns them, including how to get help in an emergency; how
- How to keep safe in the sun and protect from sun damage

About My Body

- about their bodies and how they work about the similarities and differences between males and females
- about gender stereotypes

the same at the same time or feels the same about the same things: for example, that someone's big* feelings are not always the same as someone else's big feelings

- about different things they can do to manage their own big feelings, to learn ways they can help calm themselves down and help change their mood when they don't feel good
- to recognise when they need help with feelings, that it is important to ask for help with feelings when they need to do so, and know how to ask for it

Making and breaking friendships

- about when friendships break up, or people move away that there are different types of teasing and bullying, that these are wrong and unacceptable
- the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities

Coping with conflict

- more about teasing and bullying (including online)
- that there are different types of teasing and bullying, that these are wrong and unacceptable
- the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities

Families

- their family networks, who to go to if they are worried and how to attract their attention SG, ways that pupils can help these people to look after them
- to identify their special people (family, friends, carers) and what makes them special and how special people should care for one another
- that babies need care and attention (love) in order to calm them if they are upset

understanding the importance of waiting for and checking change

- that I have choices about spending and saving money, and that people may make different choices about how to save and spend money

Special days

- about a range of festivals

Global food

- about where food comes from

Coping with conflict – Individual liberty

	Health & Wellbeing	Relationships	Living in the wider world	Equality & British values
Year 3	<p>Emotions and feelings</p> <ul style="list-style-type: none"> that mental health and wellbeing is a normal part of daily life, in the same way as physical health, and therefore we must take care of our mental health and wellbeing that people's feelings change over time, their feelings may range in intensity and that different people may experience the same feelings with different levels of intensity how to talk about their emotions and how to respond appropriately in different situations strategies to manage transitions between classes and key stages <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> about what constitutes a healthy diet and the risks of eating too much sugar about how to maintain good oral hygiene (including correct brushing and flossing), the importance of regular visits to the dentist and healthy eating about the benefits of regular exercise in daily and weekly routines on physical and mental health and wellbeing <p>Keeping Safe</p> <ul style="list-style-type: none"> about risks they may face and how to predict, assess and manage these risks that bacteria and viruses can affect health and that following simple routines can reduce their spread <p>Smoking and basic first aid</p> <ul style="list-style-type: none"> to understand the impact of smoking and passive smoking school rules about health and safety, basic emergency aid procedures, where and how to get help (how to make a clear and efficient call to 999 if necessary) <p>Parts of the body</p> <ul style="list-style-type: none"> To identify that people are unique and to respect those differences To explore the differences between male and female bodies To consider appropriate and inappropriate 	<p>Peer influence/Pressure</p> <ul style="list-style-type: none"> to recognise the importance of self respect that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media about critical thinking and decision making <p>Safe Relationships</p> <ul style="list-style-type: none"> what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships to recognise appropriate and inappropriate physical contact and understand the need to seek and give permission (consent) in different situations what it means to feel safe, and explore and recognise different early warning signs we have that tell us we might not be feeling safe e.g. stress signals such as increased heart rate, sweating, feeling flushed, muscle tension etc. about why someone may behave differently online, including pretending to be someone they are not <p>Different families</p> <ul style="list-style-type: none"> about different types of family structures (e.g. single parent, same sex, foster parents) that positive family life is about caring relationships and giving love, security and stability 	<p>Me and my community</p> <ul style="list-style-type: none"> why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment about school and local democracy <p>Where do things come from</p> <ul style="list-style-type: none"> about sources of products and Fairtrade that people's decisions can affect others and the environment e.g. Fairtrade, buying single-use plastics, giving to charity <p>Aspirations</p> <ul style="list-style-type: none"> To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes That there are a broad range of different jobs/careers and that people can have more than one career/job during their life <p>Managing Money</p> <ul style="list-style-type: none"> about the different ways to keep track of spending and saving by keeping simple records e.g. spending diary, listing/counting, keeping receipts etc., and why this is important 	<p>Age Discrimination</p> <p>Me and My community - Rule Of Law</p>

	physical contact and consent			
Year 4	<p>Mental Health</p> <ul style="list-style-type: none"> that mental health and wellbeing is a normal part of daily life, in the same way as physical health about change and loss; including death, and how these can affect feelings; ways of expressing and managing grief and bereavement <p>Rights and responsibilities</p> <ul style="list-style-type: none"> that the internet is an integral part of many people's lives and that it has many benefits about 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>Healthy Lifestyles</p> <ul style="list-style-type: none"> about what food is healthy and to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet about what good physical health means and how to recognise early signs of physical illness how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed <p>Growing & Changing – Puberty</p> <ul style="list-style-type: none"> some basic facts about puberty about strong feelings and mood swings <p>Alcohol and decision making</p> <ul style="list-style-type: none"> to understand the effect alcohol has on the body to understand the law and risks relating to alcohol to understand why people choose to use or not use legal drugs such as alcohol 	<p>Persuasion and pressure</p> <ul style="list-style-type: none"> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) that their actions affect themselves and others about the concept of 'keeping something confidential or secret' when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' <p>Friendship/Inclusion</p> <ul style="list-style-type: none"> about discrimination and how to challenge it that friendships change over time, including making new friends and having different types of friends respecting the similarities and differences between people that people feel included within healthy friendships; recognise when others may feel lonely or excluded <p>Types of relationships</p> <ul style="list-style-type: none"> about different types of relationships including friends and families, civil partnerships and marriage 	<p>Media and Me</p> <ul style="list-style-type: none"> about how the media influences decisions about sources of persuasion including the media the importance of protecting personal information, including passwords, addresses and images <p>Local Community</p> <ul style="list-style-type: none"> to value the different contributions that people and groups make to the community 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>Aspirations</p> <ul style="list-style-type: none"> about career/gender stereotypes in the workplace and that a person's career aspirations should not be limited by them about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades, strengths and qualities, ways in which stereotypical assumptions can deter people from certain jobs) <p>Managing Money</p> <ul style="list-style-type: none"> to recognise that people make spending decisions based on priorities, needs and wants that I can keep my money in a standard bank account and the benefits this might have that if I don't have enough money I may have to borrow but that if I do I will have to pay it back 	<p>Sex discrimination</p> <p>Local community & shared responsibility – Mutual Respect</p>

	Health & Wellbeing	Relationships	Living in the wider world	Equality & British values
Year 5	<p>Mental health & wellbeing</p> <ul style="list-style-type: none"> to recognise that anyone can experience mental health difficulties or mental ill-health and that it is important to discuss feelings with one of your identified trusted adult to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others <p>Personal safety</p> <ul style="list-style-type: none"> about situations which could cause them personal risk that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child 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 (Suggested content, not statutory) about the importance of keeping personal information private; how to manage requests for personal information or images of themselves and others online <p>Healthy lifestyles</p> <ul style="list-style-type: none"> about how their own lifestyle contributes to their health and that habits can have both a positive and negative effect on this about what constitutes a healthy diet; benefits of eating nutritionally rich food and the risks of not eating a healthy diet including obesity and tooth decay about the benefits of good quality sleep on our health including the effects of lack of sleep on the body, feelings, behavior and ability to learn <p>Puberty</p> <ul style="list-style-type: none"> to identify the external genitalia and internal reproductive organs in males and females that for some people gender identity does not correspond with their biological sex (Suggested content, not statutory) about the main physical and emotional changes during puberty (including key facts about the menstrual cycle, menstrual 	<p>Self-respect and personal goals</p> <ul style="list-style-type: none"> to recognise the importance of self-respect and how this affects our thoughts and feelings – everyone should be expected to be treated politely, kindly and with respect by others how to set goals and targets for themselves <p>Being left out</p> <ul style="list-style-type: none"> about respecting differences and similarities between people and recognising what they have in common (e.g. physically, personality, background) how it feels to be excluded or discriminated against <p>Friendship & coping with bullying</p> <ul style="list-style-type: none"> about what constitutes a positive healthy friendship (e.g. trust, kindness, shared interests etc.) and that the same principles apply to online friendships* know that friendships have ups and downs the difference between ‘knowing someone online’ and ‘knowing someone face-to-face’ and the associated risks about the impact of bullying and to recognise if/when they feel unsafe or uncomfortable within a friendship (online or offline) <p>Relationships</p> <ul style="list-style-type: none"> to recognise that there are different types of relationships (friendships, family, romantic, online) about change, including transitions loss, separation, divorce and bereavement to recognise shared characteristics of healthy family life – commitment, care, spending time together, support in times of difficulties 	<p>Stereotypes and diversity</p> <ul style="list-style-type: none"> that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) about stereotypes; how they can negatively influence behaviours and attitudes towards others <p>Working together and aspirations</p> <ul style="list-style-type: none"> how they can work together to bring about change about some of the skills, including enterprise skills, that will help them in their future careers e.g. teamwork, communication and negotiation <p>Democracy</p> <ul style="list-style-type: none"> about how local democracy works <p>Money</p> <ul style="list-style-type: none"> I know that some things are better value for money than others and that I can make comparisons between prices when deciding what is best value for money that people’s spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity) <p>Media literacy and digital literacy</p> <ul style="list-style-type: none"> how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results about some of the different ways information and data is shared and used online, including for commercial 	<p>Disability</p> <p>Democracy</p>

	<p>wellbeing, erections and wet dreams)</p> <ul style="list-style-type: none"> about the importance of good personal hygiene during puberty <p>Legal and illegal drugs</p> <ul style="list-style-type: none"> about a range of legal (including alcohol, tobacco and energy drinks) and illegal drugs, their risks and effects about different beliefs around drug use and drug users (using social norms e.g. very few young people smoke) strategies to resist drug use 		<p>purposes</p>	
	<p>Health & Wellbeing</p>	<p>Relationships</p>	<p>Living in the wider world</p>	<p>Equality & British values</p>
<p>Year 6</p>	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> about the benefits of sun exposure and the risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer the facts and science relating to immunisation and vaccination about what is meant by first aid; basic techniques for dealing with common injuries, including head injuries (recap on making a 999 call) <p>Drugs, risk and the media</p> <ul style="list-style-type: none"> to understand the effects, risks and laws in relation to drugs about the mixed messages in the media about drugs, including alcohol and smoking/vaping 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>Moving On</p> <ul style="list-style-type: none"> to recognise their individuality and personal qualities, strengths and achievements and how these contribute to a sense of self-worth and mental health and wellbeing about taking on more personal responsibility, managing setback and reframe unhelpful thinking about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement 	<p>Conflict resolution</p> <ul style="list-style-type: none"> about how to deal with conflicts as they arise how to recognise pressure from others to do something that is unsafe, or that feels unsafe or uncomfortable, and strategies for managing this (including online) <p>Family dynamics</p> <ul style="list-style-type: none"> recognise that reaching positive solutions usually involves considering things from different perspectives, negotiation and compromise <p>Relationships</p> <ul style="list-style-type: none"> that people may be attracted to someone (of the opposite or same sex) romantically and sexually that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment 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>Celebration – supporting each other</p> <ul style="list-style-type: none"> about the people who are responsible for helping them stay healthy and safe, ways that they can help these people, and how showing kindness to these people is a positive expression of thanks and celebration for them. the importance of empathy and 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>Democracy & decisions</p> <ul style="list-style-type: none"> learn about government and parliament <p>Money & Me</p> <ul style="list-style-type: none"> about the role money plays in their own and others' lives, including the impact it can have on people's feelings and emotions about risks associated with money including different ways money can won or lost through gambling-related activities (including online) and the impact this has on health, wellbeing and future aspirations about enterprise and the skills that make someone 'enterprising' <p>Protected characteristics and bullying</p>	<p>Sexuality</p> <p>Democracy</p>

	<p>Mental Health & Online Safety</p> <ul style="list-style-type: none"> • about the benefits of rationing time spent online and the impact of positive and negative content online on their own and others' mental and physical health and wellbeing • why social media and some online games are age restricted how to be a discerning consumer of information online and that information from search engines is ranked, selected and targeted <p>Puberty & Relationships</p> <ul style="list-style-type: none"> • to explore positive and negative ways of communicating in a relationship • that there is nothing that they should be afraid to ask about <p>Sex education</p> <ul style="list-style-type: none"> • about the links between puberty and reproduction • about the different ways people might start a family <p>Personal safety FGM</p> <ul style="list-style-type: none"> • To know we all have the right to be safe • To understand what FGM stands for • Know some basic facts about FGM in relation to the Rights of the child and British Law and know where to go to get help and support 		<ul style="list-style-type: none"> • about the 'protected characteristics' within the Equality Act (2010) • that our behaviour has an effect on others and ourselves • (including online) and discriminatory behaviours are wrong • about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced <p>Aspirations, work and career</p> <ul style="list-style-type: none"> • 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 • to identify the kind of job they might like to do when they are older • to recognise a variety of routes into careers (e.g. college, apprenticeship, university) 	
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Earth and Space					describe the movement of the Earth, and other planets, relative to the Sun in the solar system - describe the movement of the Moon relative to the Earth - describe the Sun, Earth and Moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	
Evolution and inheritance (note for Year 6 – see Plants; Animals, including humans; Living things and their habitats; and Rocks for how some of these aspects have been covered lower down the school)						recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Scientists	Chris Packham-Animal Conservationist	Elizabeth Garrett Anderson - First British female physician and surgeon	Mary Anning- Fossil hunter	Aristotle - Sound Waves	Helen Sharman- GB astronaut	Lewis Latimer – links between electric power and political power