



# Batheaston Church School

"That they may have life, life in all its fullness"

## Knowledge and Skills Progression for PSHE (including RSHE)

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health and Wellbeing (RSHE)</b> ((	<p>See themselves as a valuable individual.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings social and emotionally.</p> <p>Manage their own needs – personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and well-being:  <b>Regular physical activity, healthy eating,</b></p>	<p><b><u>Keeping safe; People who help us</u></b></p> <p>To know that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</p> <p>To know who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</p> <p>To know how to respond safely to adults they don't know.</p> <p>To know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</p> <p>To learn about change and loss and their associated feelings.</p>	<p><b><u>Keeping safe; Recognising risk; Rules</u></b></p> <p>To know how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online.</p> <p>To know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them (<b>Internet Safety Week</b>)</p> <p>To know that not everything they see online is true or trustworthy and that people can pretend to be someone they are not</p>	<p><b><u>Keeping safe; At home and school; Our bodies; Hygiene; Medicines and household products</u></b></p> <p>How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</p> <p>How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</p> <p>That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</p>	<p><b><u>Keeping safe; out and about; recognising and managing risk</u></b></p> <p>To know how to recognise, predict, assess and manage risk in different Situations</p> <p>How to keep safe in the local environment and less familiar locations (e.g., near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</p> <p>How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</p> <p>How people's online actions can impact on other people</p>	<p><b><u>Keeping Safe Basic first aid, Accidents, Dealing with emergencies</u></b></p> <p>To know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</p> <p>To know that if someone has experienced a head injury, they should not be moved</p> <p>To know when it is appropriate to use first aid and the importance of seeking adult help</p> <p>To understand the importance of remaining calm in an emergency and providing clear information about what has happened</p>	<p><b><u>Looking after ourselves; growing up; becoming independent; taking more responsibility</u></b></p> <p>How mental and physical health are linked</p> <p>How positive friendships and being involved in activities such as clubs and community groups support wellbeing</p> <p>how to make choices that support a healthy, balanced lifestyle including:</p> <ul style="list-style-type: none"> <li>• how to plan a healthy meal</li> <li>• how to stay physically activity</li> <li>• how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>• how to benefit from and stay safe in the sun</li> <li>• how and why to balance time</li> </ul>



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<p><b>toothbrushing, online safety, screen time, good sleep routine, road safety and PANTS NSPCC.</b></p> <p><b>ELG</b> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p><b>ELG</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><b>ELG</b> Manage their own basic hygiene and personal needs,</p>	<p>To learn about people who look after them and who to go to if they are worried.</p> <p>To understand how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say.</p> <p>To learn rules for and ways of keeping physically and emotionally safe –including road safety and internet safety. <b>(Internet Safety Week/Road Safety Week)</b></p> <p>To understand that household products, including medicines, can be harmful.</p> <p><b><u>Being healthy; Hygiene; Medicines; People who help us with health</u></b> To know what being healthy means and who helps help them to stay healthy (e.g., parent, dentist, doctor) <b>(Health and Wellbeing Week)</b></p> <p>To know that things people put into or onto their bodies can affect how they feel</p>	<p><b>(Internet Safety Week)</b></p> <p>How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them <b>(Internet Safety Week)</b></p> <p>To know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</p> <p>To learn rules for, and ways of keeping, physically and emotionally safe – including road safety, online safety <b>(Internet Safety Week/Road Safety Week)</b></p> <p><b><u>Being healthy; Eating, Drinking, Playing and Sleeping</u></b></p> <p>To understand what constitutes a healthy</p>	<p>To know how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</p> <p>To understand that bacteria and viruses can affect health and following simple routines can reduce their spread.</p> <p>How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</p> <p>How to react and respond if there is an accident and how to deal with minor injuries e.g.</p>	<p><b>(Internet Safety Week)</b></p> <p>How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online <b>(Internet Safety Week)</b></p> <p>How to report concerns, including about inappropriate online content and contact <b>(Internet Safety Week)</b></p> <p>To know that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</p> <p>To further develop understanding of</p>	<p>to an adult or the emergency services</p> <p><b><u>Being Healthy: Drugs, alcohol and tobacco; Healthy habits</u></b></p> <p>How drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</p> <p>That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</p> <p>How laws surrounding the use of drugs exist to protect them and others</p> <p>Why people choose to use or not use different drugs</p> <p>How people can prevent or reduce the risks associated with Them</p>	<p>spent online with other activities</p> <ul style="list-style-type: none"> <li>• how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>• how to manage the influence of friends and family on health choices</li> </ul> <p>That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one <b>(Health and Wellbeing Week)</b></p> <p>How legal and illegal drugs can affect health and how to manage situations involving them <b>(Health and Wellbeing Week)</b></p> <p>How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school <b>(Health and Wellbeing Week)</b></p>	
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	<p>including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>To know that medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</p> <p>To know why hygiene is important and how simple hygiene routines can stop germs from being passed on</p> <p>To know what they can do to take care of themselves on a daily basis, e.g., brushing teeth and hair, hand washing</p> <p>To understand what constitutes a healthy lifestyle. <b>(Health and Wellbeing Week)</b></p> <p>To learn about good and not so good feelings. <b>(Health and Wellbeing Week)</b></p> <p>To learn about personal hygiene. <b>(Health and Wellbeing Week)</b></p> <p>To understand how some diseases are spread and can be controlled.</p>	<p>lifestyle. <b>(Health and Wellbeing Week)</b></p> <p>To know that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest <b>(Health and Wellbeing Week)</b></p> <p>To know that eating and drinking too much sugar can affect their health, including dental health</p> <p>To understand how sunshine helps bodies to grow and how to keep safe and well in the sun</p> <p>How to be physically active and how much rest and sleep they should have everyday</p> <p>To know that there are different ways to learn and play; how to know when to take a break from screen-time</p> <p>To recognise what they like and dislike</p>	<p>scratches, grazes, burns</p> <p>What to do in an emergency, including calling for help and speaking to the emergency services</p> <p>To understand school rules about health and safety, basic emergency aid procedures and where and how to get help.</p> <p>To differentiate between the terms 'risk', 'danger' and 'hazard.'</p> <p>To begin to develop strategies for keeping physically and emotionally safe –including online safety. <b>(Internet Safety Week)</b></p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure.</p>	<p>online safety and keeping themselves physically and emotionally safe <b>(Internet Safety Week)</b></p> <p>To learn about people who are responsible for helping them stay healthy and safe and ways that they can support these people.</p> <p>To understand school rules about health and safety, basic emergency aid procedures and where and how to get help</p> <p><b>Feelings and emotions; Expression of feelings; Behaviour</b></p> <p>To deepen their understanding of good and not so good feelings <b>(Health and Wellbeing Week)</b></p> <p>To know how everyday things can affect feelings</p>	<p>That for some people, drug use can become a habit which is difficult to break</p> <p>How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</p> <p>How to ask for help from a trusted adult if they have any worries or concerns about drugs</p> <p><b>Identity; Personal attributes and qualities; Similarities and differences; Individuality; stereotypes</b></p> <p>How to recognise and respect similarities and differences between people and what they have in common with others</p> <p>That there are a range of factors that</p>	<p>That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on <b>(Health and Wellbeing Week)</b></p> <p>That anyone can experience mental ill-health and to discuss concerns with a trusted adult <b>(Health and Wellbeing Week)</b></p> <p>That mental health difficulties can usually be resolved or managed with the right strategies and support <b>(Health and Wellbeing Week)</b></p> <p>That FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else</p> <p>To learn how their bodies will change as they approach and move through puberty.</p> <p>To learn about human reproduction including conception</p>
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	<p>To learn about the process from growing from young to old.</p>	<p>and how to make real informed choices.</p> <p><b><u>Feelings: Mood: Times of change: Loss and bereavement: growing up</u></b></p> <p>To learn about good and not so good feelings (<b>Health and Wellbeing Week</b>)</p> <p>To learn about change and loss and the associated feelings.</p> <p>How to recognise, name and describe a range of feelings (<b>Colour Monster</b>)</p> <p>To know what helps them to feel good, or better if not feeling good</p> <p>How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</p>	<p><b><u>Being healthy: Eating well, Dental care</u></b></p> <p>To recognise opportunities to make their own choices about food/ a balanced diet. (<b>Health and Wellbeing Week</b>)</p> <p>How to eat a healthy diet and the benefits of nutritionally rich Foods</p> <p>How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</p> <p>How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</p> <p>How, when and where to ask for</p>	<p>To know that feelings change over time and can be experienced at different levels of intensity</p> <p>To know the importance of expressing feelings and how they can be expressed in different ways</p> <p>How to respond proportionately to, and manage, feelings in different circumstances</p> <p>To learn ways of managing feelings at times of loss, grief and change</p> <p>To know how to access advice and support to help manage their own or others' feelings</p> <p><b><u>Self-esteem: Self-worth: Personal qualities: Goal</u></b></p>	<p>contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</p> <p>How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</p> <p>To know about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</p> <p>To know how to challenge stereotypes and assumptions about others</p>	<p>To understand 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.</p> <p>To learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage pupils' immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply.</p>
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		<p>How feelings can affect people in their bodies and their behaviour (<b>Children's Mental Health Week</b>)</p> <p>To learn ways to manage big feelings and the importance of sharing their feelings with someone they trust (<b>Children's Mental Health Week</b>)</p> <p>How to recognise when they might need help with feelings and how to ask for help when they need it (<b>Children's Mental Health Week</b>)</p>	<p>advice and help about healthy eating and dental care</p> <p><b><u>Being healthy: Keeping active, Taking rest</u></b></p> <p>To understand how regular physical activity benefits bodies and feelings</p> <p>To deepen understanding of good and not so good feelings (<b>Health and Wellbeing Week</b>)</p> <p>How to be active on a daily and weekly basis - how to balance time online with other activities</p> <p>How to make choices about physical activity, including what and who influences decisions.</p> <p>How the lack of physical activity can affect health and wellbeing</p>	<p><b><u>setting: Managing set backs</u></b></p> <p>To recognise personal qualities and individuality</p> <p>To develop self-worth by identifying positive things about themselves and their achievements</p> <p>To know how their personal attributes, strengths, skills and interests contribute to their self-esteem</p> <p>How to set goals for themselves</p> <p>How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure (<b>Health and Wellbeing Week</b>)</p>	<p>To extend their vocabulary to explain both the range and intensity of their feelings to others and recognise that they may experience conflicting emotions (<b>Health and Wellbeing Week</b>)</p> <p>To understand how bodies change as they approach and move through puberty.</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves. (<b>Health and Wellbeing Week</b>)</p> <p>To learn about human reproduction including conception.</p> <p>To learn about taking care of their body, understanding they have autonomy and the right to protect their body from</p>	
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				<p>How lack of sleep can affect the body and mood and simple routines that support good quality sleep</p> <p>To know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</p>	<p><b><u>Growing and changing; Puberty</u></b></p> <p>To learn about bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</p> <p>To know how puberty can affect emotions and feelings</p> <p>To know how personal hygiene routines change during puberty</p> <p>How to ask for advice and support about growing and changing and puberty</p>	<p>inappropriate and unwanted contact.</p> <p>To begin to develop strategies for keeping physically and emotionally safe – including online safety. <b>(Internet Safety Week)</b></p> <p>To recognise that increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>To learn what is meant by the term 'habit' and why habits can be hard to change.</p>	
<b>Relationships (RSHE)</b>	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>	<p><b><u>Ourselves and Others (similarities and differences, individuality, our bodies)</u></b></p> <p>To know what they like/dislike and are good at.</p> <p>To know what makes them special and how everyone has different strengths</p>	<p><b><u>Friendship: Feeling lonely; Managing arguments</u></b></p> <p>To know how to make friends with others</p> <p>To recognise how their behaviour affects other people.</p>	<p><b><u>Friendship: Making positive friendships, Managing loneliness, Dealing with arguments</u></b></p> <p>To know how friendships support wellbeing and the importance of</p>	<p><b><u>Respect for self and others; Courteous behaviour; Safety; Human rights</u></b></p> <p>To recognise what constitutes a positive, healthy relationship and to develop the skills to maintain these relationships.</p>	<p><b><u>Friendships; Relationships; Becoming independent; Online safety</u></b></p> <p>To learn about the different types of relationships people have in their lives</p>	<p><b><u>Different relationships, Changing and growing, Adulthood, independence, moving to secondary school</u></b></p> <p>That people have different kinds of relationships in their lives, including romantic or intimate relationships</p>





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<p>Think about the perspectives of others.</p> <p><b>ELG</b> Form positive attachments to adults and friendships with peers.</p> <p><b>ELG</b> Show sensitivity to their own and to other's needs.</p>	<p>To identify and respect the differences and similarities between people.</p> <p>To know how they are similar or different to others, and what they have in common</p> <p>To know how their personal features or qualities are unique to them</p> <p>To know how to communicate feelings to others and recognise how others show feelings.</p> <p>To learn that there are different types of teasing and bullying, that these are wrong and unacceptable.</p> <p>To recognise what is fair and unfair, kind and unkind, right and wrong.</p> <p>To learn people's bodies and feelings can be hurt.</p> <p>To learn the difference between secrets and surprises</p> <p>To use the correct names for the main parts of the</p>	<p>To know how they are similar or different to others, and what they have in common</p> <p>To know how their personal features or qualities are unique to them</p> <p>To know how to communicate feelings to others and recognise how others show feelings.</p> <p>To learn that there are different types of teasing and bullying, that these are wrong and unacceptable.</p> <p>To recognise what is fair and unfair, kind and unkind, right and wrong.</p> <p>To learn people's bodies and feelings can be hurt.</p> <p>To learn the difference between secrets and surprises</p> <p>To use the correct names for the main parts of the</p>	<p>To recognise when they feel lonely and what they could do about it</p> <p>To know how people behave when they are being friendly and what makes a good friend</p> <p>To know ways to resolve arguments that can occur in friendships</p> <p>To know ways to ask for help if a friendship is making them unhappy</p> <p><b><u>Behaviour; Bullying; Words and actions; Respect for others</u></b></p> <p>To listen to another's point of view</p> <p>To know how words and actions can affect how people feel</p> <p>How to ask for and give/not give permission regarding physical contact and how to respond if</p>	<p>seeking support if feeling lonely or excluded</p> <p>How to recognise if others are feeling lonely and excluded and strategies to include them</p> <p>To know how to build good friendships, including identifying qualities that contribute to positive friendships</p> <p>To understand that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</p> <p>To know how to recognise if a friendship is making them unhappy, feel</p>	<p>To work collaboratively towards shared goals. To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To be aware of different types of relationships, including those between friends and families, civil partnerships and marriage.</p> <p>To recognise and challenge stereotypes.</p> <p>To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if</p>	<p>How friends and family communicate together; how the internet and social media can be used positively (<b>Internet Safety Week</b>)</p> <p>How knowing someone online differs from knowing someone face-to-face (<b>Internet Safety Week</b>)</p> <p>How to recognise risk in relation to friendships and keeping safe</p> <p>To know about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family (<b>Internet Safety Week</b>)</p>	<p>That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</p> <p>That adults can choose to be part of a committed relationship or not, including marriage or civil partnership</p> <p>That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</p> <p>How puberty relates to growing from childhood to adulthood</p> <p>To learn about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</p> <p>That there are ways to prevent a baby being made</p> <p>How growing up and becoming more independent comes with</p>
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	<p>body, including external genitalia; and that parts of bodies covered with underwear are private <b>(NSPCC PANTS)</b></p> <p>To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond.</p> <p><b><u>Ourselves and Others</u></b> <b><u>(people who care for us, groups we belong to, families)</u></b></p> <p>To identify special people and how they should care for one another.</p> <p>To know that family is one of the groups they belong to, as well as, for example, school, friends, clubs</p> <p>To understand what their family members, or people that are special to them, do to make them feel loved and cared for</p> <p>To know that families are all different but share common features – what</p>	<p>physical contact makes them uncomfortable or unsafe</p> <p>To be able to offer and receive constructive support and feedback to and from others.</p> <p>To know why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable <b>(Anti Bullying Week)</b></p> <p>To learn how to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help <b>(Anti Bullying Week).</b></p> <p>To know how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so <b>(Anti Bullying Week. Internet Safety Week).</b></p>	<p>uncomfortable or unsafe and how to ask for support</p> <p>To be able to recognise and respond appropriately to a wider range of feelings in others.</p> <p>To learn to recognise and manage 'dares'. To learn that their actions affect themselves and others.</p> <p>To recognise what constitutes a positive, healthy relationship.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. <b>(Anti Bullying Week)</b></p> <p><b><u>Families; Family life; Caring for each other</u></b></p>	<p>necessary, constructively challenge their points of view</p> <p>To understand that everyone has human rights –all people and all societies, and that children have their own special rights set out in the UN</p> <p>Declaration of the Rights of the Child.</p> <p>To learn that there are different kinds of responsibilities, rights and duties at home, at school, and in the community.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK.</p>	<p>How to respond if a friendship is making them feel worried, unsafe or uncomfortable</p> <p>How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</p> <p>To understand 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</p> <p>To recognise and manage dares</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain these</p> <p>To recognise that their actions affect themselves and others</p>	<p>increased opportunities and responsibilities</p> <p>How friendships may change as they grow and how to manage this</p> <p>How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</p> <p>To judge what kind of physical contact is acceptable/unacceptable and how to respond</p> <p>To know that civil partnerships and marriage are examples of stable, loving relationships and to be aware that marriage is a commitment freely entered into by both people.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary,</p>
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## Knowledge and Skills Progression for PSHE (including RSHE)

	<p>is the same and different about them</p> <p>To learn about different features of family life, including what families do /enjoy together.</p> <p>To learn that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</p> <p>To listen to other people, play, and work cooperatively.</p>	<p>To learn to recognise what is fair/unfair, kind/unkind, right/wrong.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one person and the whole class.</p>	<p>To know how families differ from each other (including that not every family has the same family structure, e.g., single parents, same sex parents, stepparents, blended families, foster and adoptive parents)</p> <p>To know common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</p> <p>To know how people within families should care for each other and the different ways they demonstrate this</p> <p>To judge what kind of physical contact is acceptable/unacceptable and how to respond.</p>	<p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help</p>	<p>constructively challenge their points of view</p>
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## Knowledge and Skills Progression for PSHE (including RSHE)

				<p>To learn how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p>			
<p><b>Living in the Wider World</b></p>	<p><b>ELG</b> Work and play co-operatively and take turns with others.</p> <p><b>ELG</b> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><b>ELG</b> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><b>ELG</b> Give focused attention in</p>	<p><b><u>Money; Making choices; Needs and wants</u></b></p> <p>To know what money is - that money comes in different forms.</p> <p>To know how money is obtained (e.g., earned, won, borrowed, presents)</p> <p>To know how people make choices about what to do with money, including spending and saving.</p> <p>To understand the difference between needs and wants - that people may not always be able to have the things they want.</p> <p>To understand that people and other living things have needs and that they have responsibilities to meet them.</p>	<p><b><u>People and jobs; Money; Role of the Internet</u></b></p> <p>To know how jobs help people earn money to pay for things they need and want</p> <p>To learn about a range of different jobs, including those done by people they know or people who work in their community</p> <p>How people have different strengths and interests that enable them to do different jobs</p> <p>To know how people use the internet and digital devices in their jobs and everyday life</p> <p>To learn that they belong to various</p>	<p><b><u>Community; Belonging to groups; Similarities and differences; Respect for others</u></b></p> <p>To know that they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <p>To know what is meant by a diverse community; how different groups make up the wider/local community around the school</p> <p>How community helps everyone to feel included and values</p>	<p><b><u>Caring for others; The environment; People and animals; Shared responsibilities, making choices and decisions</u></b></p> <p>How people have a shared responsibility to help protect the world around them</p> <p>How everyday choices can affect the environment</p> <p>How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</p> <p>Learn the skills and vocabulary to share</p>	<p><b><u>Money; Making decisions; Spending and saving</u></b></p> <p>How people make decisions about spending and saving money and what influences them</p> <p>How to keep track of money so people know how much they have to spend or save</p> <p>How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</p> <p>How to recognise what makes something 'value for money' and</p>	<p><b><u>Media literacy and digital resilience; influences and decision-making; online safety</u></b></p> <p>How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</p> <p>That not everything should be shared online or social media and that there are rules about this, including the distribution of images (<b>Internet Safety Week</b>)</p> <p>That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions (<b>Internet Safety Week</b>)</p>



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	<p>class, 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>To know how to keep money safe and the different ways of doing this</p> <p><b><u>The world around us; Caring for others; Growing and changing</u></b></p> <p>To learn how to contribute to the life of the classroom.</p> <p>To understand how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively.</p> <p>To know about the responsibilities they have in and out of the classroom</p> <p>To know what can harm the local and global environment; how they and others can help care for it</p> <p>To know that people and animals need to be looked after and cared for.</p> <p>To follow, group and class rules and to understand how these rules help them.</p>	<p>groups and communities such as family and school.</p> <p>To learn about the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices.</p>	<p>the different contributions that people make</p> <p>How to be respectful towards people who may live differently to them</p> <p>To learn why and how rules and laws that protect themselves and others are made and enforced.</p> <p>To understand that everyone has human rights.</p> <p>To know that universal human rights are there to protect everyone and have primacy over both national law and family and community practices.</p> <p>That there are different kinds of responsibilities, rights and duties at home, at school, in the community and</p>	<p>their thoughts, ideas and opinions in discussion about topical issues</p> <p>To recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities.</p> <p>How to carry out personal responsibilities in a caring and compassionate way</p> <p>To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To explore and critique how the media present information.</p> <p>To learn what being part of a community means, and about the varied institutions that</p>	<p>what this means to them</p> <p>That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</p> <p><b><u>Careers; Aspirations; Role models; The Future</u></b></p> <p>That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</p> <p>That some jobs are paid more than others and some may be voluntary (unpaid)</p> <p>To know about the skills, attributes, qualifications and training needed for different jobs</p> <p>That there are different ways into</p>	<p>How text and images can be manipulated or invented; strategies to recognise this (<b>Internet Safety Week</b>)</p> <p>To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts (<b>Internet Safety Week</b>)</p> <p>To recognise unsafe or suspicious content online and what to do about it (<b>Internet Safety Week</b>)</p> <p>How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them (<b>Internet Safety Week</b>)</p> <p>How to make decisions about the content they view online or in the media and know if it is appropriate for their age range (<b>Internet Safety Week</b>)</p>
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## Knowledge and Skills Progression for PSHE (including RSHE)

	<p>To know how people grow and change and how people's needs change as they grow from young to old</p> <p>To know how to manage change when moving to a new class/year group</p>	<p>towards the environment.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>To research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>To think about the lives of people living in other places, and people with different values and customs.</p> <p>To learn about the role money plays in their own and others' lives, including how to</p>	<p>support communities locally and nationally.</p> <p>To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p>	<p>jobs and careers, including college, apprenticeships and university</p> <p>How people choose a career/job and what influences their decision, including skills, interests and pay</p> <p>How to question and challenge stereotypes about the types of jobs people can do</p> <p>How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</p>	<p>How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p> <p>To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</p> <p>To discuss and debate what influences people's decisions, taking into consideration different viewpoints</p> <p>To learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>To know that there are some cultural practices which are against British law and universal human rights</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view,</p>
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## Knowledge and Skills Progression for PSHE (including RSHE)

				manage their money and about being a critical consumer			making decisions and explaining choices  To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
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