

How to learn about yourself and others – Procedural knowledge for PSHE and RHE

PSHE / RHE		Early	Middle	Later
A: Relationships Education	Families and people who care for me	PSHE A1.1 I can describe a family as a safe place at home where people care for children and that some families are different <i>Year 1 - Far far away/ Year 1 Belonging</i>	PSHE A2.1 I appreciate that families take many forms and provide love, security and stability <i>Year 3 - Around the World in 80 beats/ Year 3 - Belonging</i>	PSHE A3.1 I can discuss the characteristics of healthy family life including how marriage is a commitment of 2 people to each other. <i>Year 5 - Invade and Attack</i>
		PSHE A1.2 I can describe happy relationships that I have with different family members <i>Year 1 - Far far away</i>	PSHE A2.2 I appreciate and respect that other families may look different from my own <i>Year 3 - Around the World in 80 beats</i>	PSHE A3.2 I can recognise when family relationships are unhealthy and can seek support for myself or others. <i>Year 5 - Invade and Attack</i>
	Caring friendships	PSHE A1.3 I can show kindness to my friends and peers and do not exclude people when playing <i>Year 1 - Buckets and Spades/ Year 1 - Friendships</i>	PSHE A2.3 I can identify the characteristics of what makes a good friend <i>Year 3 - Around the World in 80 beats/ Year 3 - Friendships</i>	PSHE A3.3 I can identify the positive characteristics of a good friend and how I might show these <i>Year 5 - Invade and Attack/ Year 5 - Friendships/</i>
		PSHE A1.4 I can discuss what I might do to make up with a friend if we fall out <i>Year 1 - Buckets and Spades/ Year 1 - Friendships</i>	PSHE A2.4 I can describe the importance of forgiveness and moving forward in friendships, and that sometimes friendships have ups and downs. <i>Year 3 - Day at the Museum/ Year 3 - Friendships/</i>	PSHE A3.4 I can discuss scenarios of problem solving and how I might solve these within friendships <i>Year 5 - Invade and Attack/ Year 5 - Friendships/</i>
		PSHE A1.5 I know what to do if a friendship is making me unhappy <i>Year 1 - Buckets and Spades/ Year 1 - Friendships</i>	PSHE A2.5 I recognise who are the right kind of people to trust and have friendships with <i>Year 3 - Day at the Museum/ Year 3 - Friendships</i>	PSHE A3.5 I can discuss how friendships can be strengthened or conflict worked through but can recognise when violence or other behaviours should be reported <i>Year 5 - Invade and Attack/ Year 5 - Friendships</i>
	Respectful relationships	PSHE A1.6 I can describe the importance of telling the truth <i>Year 1 - Buckets and Spades</i>	PSHE A2.6 I realise that telling the truth and honesty is important in building friendships and healthy relationships <i>Year 3 - Around the World in 80 beats</i>	PSHE A3.6 I recognise the importance of permission seeking and giving in different types of relationships <i>Year 5 - Space Infinity</i>
		PSHE A1.7 I can identify when working together is important <i>Year 1 - Buckets and Spades</i>	PSHE A2.7 I can recognise the importance of working together and what this looks like when done well <i>Year 3 - Around the World in 80 beats</i>	PSHE A3.7 I can recognise that my preferences, thoughts and feelings may be different to others <i>Year 5 - Invade and Attack</i>

How to learn about yourself and others – Procedural knowledge for PSHE and RHE

		<p>PSHE A1.8 I show how to be polite and have good manners <i>Year 1 - Comics can/ Year 2 - Being the Best Me</i></p>	<p>PSHE A2.8 I can describe what being respectful to others means and looks like <i>Year 4 - Day at the Museum</i></p>	<p>PSHE A3.8 I recognise that we should respect everyone and how to improve a relationship by being more respectful <i>Year 6 - Conflicts</i></p>
		<p>PSHE A1.9 I can identify when someone has a different opinion to me and recognise that this is ok <i>Year 2 - Up Up and Away/ Year 1 - Friendship</i></p>	<p>PSHE A2.9 I can recognise that different people have different beliefs, choices or preferences and that this makes us all individual <i>Year 4 - Day at the Museum/ Year 3 - Friendship</i></p>	<p>PSHE A3.9 I can explore the importance of self-respect and how this links to people's individual happiness <i>Year 6 - Conflicts</i></p>
		<p>PSHE A1.10 I can talk about behaviours that are unkind to others and the emotions that this may make them feel <i>Year 2 - Sparks Will Fly/ Year 2 - Being the Best Me</i></p>	<p>PSHE A2.10 I can explain different types of bullying and how to help if someone is being bullied <i>Year 4 - Day at the Museum</i></p>	<p>PSHE A3.10 I understand the term stereotyping and how this can be unfair, negative or destructive. <i>Year 6 - Goblins and Ghouls</i></p>

How to learn about yourself and others – Procedural knowledge for PSHE and RHE

	Online relationships	PSHE A1.11 I can notice that friends online cannot always be seen in real life and that this might be a problem <i>Year 1 & 2 - E-safety week</i>	PSHE A2.11 I can recognise the dangers of speaking to people online when we don't know who they definitely are <i>Year 3 & 4 - E-safety week</i>	PSHE A3.11 I can critically consider my online friendships (including apps) and if there are risks associated to these <i>Year 5 & 6 - E-safety week</i>
		PSHE A1.12 I know how to report something online that makes me feel unsafe or unsure <i>Year 1 & 2 - E-safety week</i>	PSHE A2.12 I know to keep my personal information private from people online and in person <i>Year 3 & 4 - E-safety week</i>	PSHE A3.12 I recognise risks, harmful content and behavior online from other people and where to seek help <i>Year 5 & 6 - E-safety week</i>
	Being safe	PSHE A1.13 I can identify who to speak to if I feel unsafe with my body <i>Year 1 - Comics can</i>	PSHE A2.13 I can discuss who to access support from if I have concerns about my body or my safety <i>Year 4 - Bolts and Bones</i>	PSHE A3.13 I know the importance of persevering when communicating concerns to appropriate adults about concerns, and that it's not always right to keep secrets <i>Year 6 - Goblins and Ghouls</i>
		PSHE A1.14 I know how to keep certain parts my body private and covered and follow the PANTS rules. <i>Year 1 - Comics can</i>	PSHE A2.14 I recognise the differences between appropriate and inappropriate physical and other contact <i>Year 4 - Bolts and Bones</i>	PSHE A3.14 I understand that there are boundaries of appropriateness in friendships with peers and others including online <i>Year 6 - Ballot Street</i>
B. Physical and Mental Wellbeing	Mental Health	PSHE B1.1 I can identify times when there has been change in my life <i>Year 2 - Up Up and Away/ Year 2 - Resilience and Coping</i>	PSHE B2.1 I can reflect on changes and how I felt during this time <i>Year 4 - Day at the Museum/ Year 4 - Resilience and Coping</i>	PSHE B3.1 I can discuss the challenges of making choices <i>Year 5 - Space Infinity/ Year 4 - Resilience and Coping</i>
		PSHE B1.2 I can identify ways that I could get help if I was in need <i>Year 2 - Up Up and Away</i>	PSHE B2.2 I can identify choices that I might make when there is change in my life <i>Year 4 - Bolts n Bones/ Year 4 - Resilience and Coping</i>	PSHE B3.2 I can describe how times of change can be difficult <i>Year 5 - Space Infinity/ Year 6 - Resilience and Coping</i>
		PSHE B1.3 I can list a normal range of emotions (happiness, sadness, anger, fear, surprise) <i>Year 1 - Comics can/ Year 2 - Up Up and Away/ Year 2 - All about me</i>	PSHE B2.3 I can plan things that I can do to help me feel better if I am finding life hard <i>Year 4 - Bolts n Bones/ Year 4 - Resilience and Coping</i>	PSHE B3.3 I can plan ways to support my peers and self in times of need and develop resilience <i>Year 6 - Ballot Street/ Year 6 - Resilience and Coping</i>
		PSHE B1.4 I can show or express my emotions <i>Year 1 - Comics can/ Year 2 - All about me</i>	PSHE B2.4 I can describe the importance of expressing emotions <i>Year 4 - Crazy Contraptions/ Year 4 - All About Me</i>	PSHE B3.4 I can discuss when emotions relate to real life situations <i>Year 6 - Conflicts/ Year 6 - All About Me</i>
			PSHE B2.5 I can explain that my mental wellbeing is as important as my physical health	PSHE B3.5 I can practice short self-care techniques (e.g. mindfulness, importance of

How to learn about yourself and others – Procedural knowledge for PSHE and RHE

			<i>Year 4 - Bolts n Bones/ Year 4 - Resilience and Coping</i>	rest, time spent with friends and family, benefits of hobbies and interests) <i>Year 5 - Space Infinity/Year 6 - Resilience and Coping</i>
		PSHE B1.5 I can explain who to go to if I am worried about myself or someone else <i>Year 2 - Up Up and Away/ Year 2 - Resilience and Coping</i>	PSHE B2.6 I know how to speak to someone if I feel isolated or lonely. <i>Year 4 - Bolts n Bones</i>	PSHE B3.6 I can explore emotions that are multifaceted with intention and outcome <i>Year 6 - Conflicts</i>
				PSHE B3.7 I can identify when emotions are expressed in healthy and unhealthy ways <i>Year 6 - Conflicts</i>

How to learn about yourself and others – Procedural knowledge for PSHE and RHE

Internet safety and harms	<p>PSHE B1.6 I can make positive choices about how to use the internet for learning and enjoyment <i>Year 1 & 2 E-safety Week</i></p>	<p>PSHE B2.7 I understand that there is a consequence to my online actions <i>Year 3/4 - Day at the Museum/ Year 3 & 4 - E-safety Week</i></p>	<p><i>Year 5 - Space Infinity/ Year 6 - Goblins and Ghouls/ Year 5 & 6 - E-safety Week</i></p>
	<p>PSHE B1.7 I know what to do if I feel unsafe when using the internet <i>Year 1 - Comics can/ Year 1 & 2 E-safety Week</i></p>	<p>PSHE B2.8 I understand what bullying looks like in real life and online <i>Year 3/ 4 - Day at the Museum/ Year 3 & 4 - E-safety Week</i></p>	<p>PSHE B3.9 I can discuss how cyber bullying (and other forms of bullying) has a negative and often long lasting effect on wellbeing <i>Year 5 - Space Infinity/ Year 6 - Goblins and Ghouls/ Year 5 & 6 - E-safety Week</i></p>
Physical fitness and health	<p>PSHE B1.8 I can name ways to be physically active each day and week <i>Year 1 & 2 Science Curriculum</i></p>	<p>PSHE B2.9 I can record how active I am each week and recognise if this is healthy or unhealthy <i>Year 4 - Bolts and Bones/ Year 3 & 4 Science Curriculum</i></p>	<p>PSHE B3.10 I can explain why regular, safe exercise is good for fitness and health, and risks associated with an inactive lifestyle <i>Year 5 & 6 Science Curriculum</i></p>
Healthy eating	<p>PSHE B1.9 I can describe what constitutes a healthy diet <i>Year 1 & 2 Science Curriculum/ Year 2 - Sparks will Fly</i></p>	<p>PSHE B2.10 I can describe the nutrition of a healthy diet including the balanced plate <i>Year 4 - Bolts and Bones/ Year 3 & 4 Science Curriculum</i></p>	<p>PSHE B3.11 I can discuss why certain foods are unhealthy due to their calories and other nutritional information such as fat, sugars and salt <i>Year 5 & 6 Science Curriculum</i></p>
	<p>PSHE B1.10 I can plan and prepare a healthy dish <i>Year 1 & 2 Science Curriculum</i></p>	<p>PSHE B2.11 I know how to plan a healthy meal <i>Year 4 - Bolts and Bones/ Year 3 & 4 Science Curriculum</i></p>	<p>PSHE B3.12 I can identify the risks associated with an unhealthy eating and other behaviours <i>Year 5 - Space Infinity/ Year 5 & 6 Science Curriculum</i></p>
Drugs, alcohol and tobacco		<p>PSHE B2.12 I can identify the importance of looking after my body through healthy lifestyles <i>Year 4 - Bolts n Bones/ Year 3 & 4 Science Curriculum</i></p>	<p>PSHE B3.13 I can explain how legal and illegal harmful substances can affect humans and their associated risks <i>Year 6 - Ballot Street</i></p>
			<p>PSHE B3.14 I can identify who to access support from if me or someone I know has issues with drugs <i>Year 6 - Ballot Street</i></p>
Health and prevention	<p>PSHE B1.11 I know how I need to brush my teeth and keep myself clean and hygienic <i>Year 1 & 2 Science Curriculum/ Year 2 - Sparks will Fly</i></p>	<p>PSHE B2.13 I practice daily good hygiene (dental and body) and understand how germs can be spread <i>Year 4 - Bolts n Bones/ Year 3 & 4 Science Curriculum</i></p>	<p>PSHE B3.15 I recognise how viruses, bacteria and germs can be spread amongst people and why vaccination is important <i>Year 6 - Ballot Street</i></p>

How to learn about yourself and others – Procedural knowledge for PSHE and RHE

		<p>PSHE B1.12 I can list the things that I need to help keep me well – good sleep, a healthy diet and access to medicine when needed</p> <p><i>Year 1 & 2 Science Curriculum</i></p>	<p>PSHE B2.14 I can recognise when someone might not be as healthy by some of the changes that may take place to their body</p> <p><i>Year 4 - Bolts n Bones/ Year 3 & 4 Science Curriculum</i></p>	<p>PSHE B3.16 I can discuss how factors such as sun damage, lack of sleep or illnesses can have short and long term effects on our bodies</p> <p><i>Year 6 - Ballot Street</i></p>
	Basic first aid	<p>PSHE B1.13 I know how to make a clear call to emergency services</p> <p><i>Year 2 - Sparks will Fly</i></p>	<p>PSHE B2.15 I know how to react if someone is hurt or ill</p> <p><i>Year 3 - Catastrophe</i></p>	<p>PSHE B3.17 I know how to administer basic first aid including common injuries or head injuries</p> <p><i>Year 6 - Conflicts</i></p>

How to learn about yourself and others – Procedural knowledge for PSHE and RHE

	Changing adolescent body			PSHE B3.18 I can identify changes in my body that happen in puberty <i>Year 5 - Space Infinity/ Year 5 & 6 Science Curriculum</i>
				PSHE B3.19 I can recognise that my emotions may also change in relation to my changing body <i>Year 5 & 6 Science Curriculum</i>
Aspect C: Living in the Wider World	Roles and Responsibilities	PSHE C1.1 I can discuss 'trying my best' and when this is good enough <i>Year 1 - Comics can/ Year 2 - Being The Best Me I Can Be</i>	PSHE C2.1 I can consider the different pathways that people might take in life <i>Year 4 - Crazy Contraptions</i>	PSHE C3.1 I can discuss the importance of role models in the community <i>Year 6 - Ballot Street/ Year 6 - Being the Best Me</i>
		PSHE C1.2 I can describe what values/ behaviors a person can show and what a role model is <i>Year 1 - Comics can/ Year 2 - Being the Best Me</i>	PSHE C2.2 I can explain how good values and behaviors can make someone a positive person or hero <i>Year 4 - Crazy Contraptions/ Year 4 - Being the Best Me</i>	PSHE C3.2 I understand that it is important to behave responsibly and how the consequences of people's behaviours can affect others <i>Year 6 - Conflicts/ Year 6 - Being the Best Me</i>
		PSHE C1.3 I know why we have rules and the importance of following these in class or in school <i>Year 1 - Far far away/ Year 2 - Sparks Will Fly</i>	PSHE C2.3 I can discuss the idea of 'personal strengths' and 'equal rights' and what these mean <i>Year 4 - Crazy Contraptions</i>	PSHE C3.3 I can identify organisations in communities and the wider world that help people with their rights <i>Year 5 - Changemakers</i>
			PSHE C3.4 I understand the concepts of anarchy, democracy, and monarchy in society <i>Year 5 - Invade and Attack</i>	
	Communities	PSHE C1.4 I can identify jobs in my community <i>Year 1 - Far far away/ Year 1 - My Wider World</i>	PSHE C2.4 I can identify my personal community <i>Year 3 - Catastrophe/ Year 3 - My Wider World</i>	PSHE C3.5 I am aware of what anti-social behavior means and its effect in the community <i>Year 5 - Changemakers</i>
		PSHE C1.5 I can describe what a community is <i>Year 1 - Far far away/ Year 1 - My Wider World</i>	PSHE C2.5 I can discuss the importance of being connected to others and how this can support them <i>Year 3 - Catastrophe/ Year 3 - My Wider World</i>	PSHE C3.6 I can plan ways in which to actively help an identified community <i>Year 5 - Changemakers/ Year 5 - My Wider World</i>
		PSHE C1.6 I can describe ways in which we show thanks to others and help others <i>Year 1 - Comics can/ Year 1 - My Wider World</i>	PSHE C2.6 I can explore cultural connectedness and identify <i>Year 3 - Catastrophe/ Year 3 - My Wider World</i>	PSHE C3.7 I can reflect on making a positive difference or change in my school and local community <i>Year 5 - Changemakers/ Year 5 - My Wider World</i>

How to learn about yourself and others – Procedural knowledge for PSHE and RHE

Money and finance Discrimination and Diversity				
		PSHE C1.7 I can describe how I have done something to help our community <i>Year 1 - Far far away/ Year 1 - My Wider World</i>	PSHE C2.7 I know how to treat people the way we expect to be treated, with respect, including those in positions of authority <i>Year 3 - Catastrophe/ Year 3 - My Wider World</i>	PSHE C3.8 I can consider how to create change locally, nationally or globally using words and actions to address global issues <i>Year 5 - Changemakers</i>
		PSHE C1.8 I can recognise money in coin and note form <i>Year 1 and 2 Maths Curriculum</i>	PSHE C2.8 I can discuss how money is earned and spent <i>Year 3 - Around the World in 80 Beats</i>	PSHE C3.9 I recognise how money works in society and how it can sometimes affect a society <i>Year 6 - Ballot Street</i>
		PSHE C1.9 I can plan how to spend a given amount of money and if I can afford to buy what I want with the money I have <i>Year 1 & 2 Maths Curriculum</i>	PSHE C2.9 I can reflect on why I may not be able to afford to buy certain things with a given amount of money <i>Year 3 & 4 Maths Curriculum</i>	PSHE C3.10 I can consider effective budgeting and choices when considering spending money <i>Year 6 - Ballot Street /Year 5 & 6 Maths Curriculum</i>
		PSHE C1.10 I can recognise different jobs that people do to earn money <i>Year 2 - Really Rural Show</i>	PSHE C2.10 I have aspirations for how I will work in the future and how this will affect my economic wellbeing <i>Year 3 - Around the World in 80 Beats</i>	PSHE C3.11 I can discuss financial terms such as loan, interest, tax and discount <i>Year 6 - Ballot Street</i>
		PSHE C1.11 I can describe what I am like as a person that is different from someone else <i>Year 1 - Far far away/ Year 2 - All About Me</i>	PSHE C2.11 I can identify what makes me unique <i>Year 4 - Crazy Contraptions/ Year 4 - All About Me</i>	PSHE C3.12 I can celebrate differences between my uniqueness and others <i>Year 6 - Conflicts/ Year 6 - All About Me</i>
			PSHE C2.12 I can recognise that all people are equal, regardless of gender, race and life choices <i>Year 6 - War/ Conflict</i>	PSHE C3.13 I can use the words 'discrimination' and 'stereotype' when discussing scenarios about people and life <i>Year 6 - Goblins and Ghouls</i>

How to learn about yourself and others – Procedural knowledge for PSHE and RHE

Notes:

Boxes shaded orange have a direct relationship to the Science National Curriculum

Writing in blue is where content is the same as the previous skills ladder progression for PSHE.

HMHM

NICER

Maths

E-Saftey

Science