

# PSHE Knowledge and Skills Progression Year 1 – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Safe connections online Respecting boundaries	Positively engaging with our world		Mental health and wellbeing	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Developing our AI literacy	Drug education: assessing risk and managing influences	Changes in puberty (and sex education)/ Looking to the future	

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Year Group	Topic	Knowledge	Skills
Y1 Autumn	Relationships: Making friends: Playing and learning	Autumn 1: <ul style="list-style-type: none"> <li>• Know that friendships involve kindness, sharing and cooperation</li> <li>• Know that people may like different things and that's okay</li> <li>• Know that unkind behaviour can hurt others' feelings</li> <li>• Know simple ways to include others in play</li> </ul>	<ul style="list-style-type: none"> <li>• Initiate play with others using words and actions</li> <li>• Take turns and share resources fairly</li> <li>• Use kind language (e.g. "please", "can I join?")</li> <li>• Recognise when someone is left out and include them</li> </ul>
	Mental health and wellbeing	Autumn 2: <ul style="list-style-type: none"> <li>• Know a range of basic emotions and how they feel in the body</li> <li>• Know that everyone experiences different feelings at different times</li> <li>• Know simple strategies to manage feelings (e.g. breathing, talking)</li> <li>• Know that talking to someone can help</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name their own emotions</li> <li>• Express feelings using words, drawings or actions</li> <li>• Use simple calming strategies independently</li> <li>• Seek support from a trusted adult</li> </ul>
Y1 Spring	Health and Wellbeing Celebrating me, you and our families	Spring 1: <ul style="list-style-type: none"> <li>• Know that families can look different but all provide care</li> <li>• Know what makes them unique (likes, dislikes, qualities)</li> <li>• Know that differences should be respected</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their own family and experiences</li> <li>• Listen to others and show respect for differences</li> <li>• Identify positive qualities in themselves and others</li> </ul>
	Safety at home	Spring 2: <ul style="list-style-type: none"> <li>• Know common household risks (e.g. hot objects, sharp items, medicines)</li> <li>• Know basic safety rules and why they are important</li> <li>• Know who to ask for help in an emergency</li> </ul>	<ul style="list-style-type: none"> <li>• Identify safe vs unsafe situations</li> <li>• Follow simple safety instructions</li> <li>• Communicate when they feel unsafe or unsure</li> </ul>

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Y1 Summer	Living in the Wider World Being Healthy	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Know what “being healthy” means (body and mind)</li> <li>• Know that healthy habits include exercise, sleep, hygiene and food</li> <li>• Know that different foods help our bodies in different ways</li> <li>• Know that physical activity helps keep our bodies strong and our minds happy</li> <li>• Know the importance of rest and sleep for growth and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Identify healthy and less healthy choices (e.g. food, activity)</li> <li>• Describe simple daily habits that keep them healthy</li> <li>• Participate in physical activity and recognise how it makes them feel</li> <li>• Follow basic hygiene routines independently (e.g. handwashing)</li> <li>• Talk about what they can do to stay healthy</li> </ul>
	Showing kindness to ourselves and other	<p>Summer 2</p> <ul style="list-style-type: none"> <li>• Know what kindness looks like in actions and words</li> <li>• Know that being kind includes how we treat ourselves (self-talk, self-care)</li> <li>• Know that unkind words/actions can hurt others’ feelings</li> <li>• Know that everyone deserves to be treated with kindness and respect</li> <li>• Know that mistakes are part of learning and it’s okay to try again</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind and respectful language with others</li> <li>• Recognise when someone (or themselves) needs kindness or support</li> <li>• Show care and empathy towards others (e.g. helping, comforting)</li> <li>• Practise positive self-talk (e.g. “I can try again”)</li> <li>• Reflect on their own behaviour and make positive choices</li> </ul>

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Y2 Autumn	Mental health and wellbeing	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Know that mental health is about feelings, thoughts and how we cope with everyday life</li> <li>• Know a range of emotions (e.g. happy, sad, worried, excited, angry) and that these can change</li> <li>• Know that different situations can trigger different feelings</li> <li>• Know that it is normal to experience both positive and negative emotions</li> <li>• Know simple strategies that can help improve wellbeing (e.g. talking, relaxation, play, rest)</li> <li>• Know that asking for help is important and identify trusted adults</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name a range of emotions in themselves and others</li> <li>• Describe how their body might feel when experiencing different emotions</li> <li>• Use simple strategies to manage emotions (e.g. breathing, counting, taking a break)</li> <li>• Communicate their feelings clearly using appropriate vocabulary</li> <li>• Seek help from a trusted adult when needed</li> <li>• Show empathy by recognising how others might feel</li> </ul>
	Keeping safe online	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• Know that the internet is used to communicate, learn and play</li> <li>• Know that not everything online is true or safe</li> <li>• Know that personal information (e.g. name, address, school) should be kept private</li> <li>• Know that people online may not always be who they say they are</li> <li>• Know what to do if something online makes them feel worried, scared or uncomfortable</li> <li>• Know the importance of telling a trusted adult about online concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Identify safe and unsafe online behaviours</li> <li>• Make safe choices when using devices (e.g. not sharing personal information)</li> <li>• Recognise when something online feels wrong or confusing</li> <li>• Use strategies to stay safe (e.g. stop, close, tell)</li> <li>• Report concerns to a trusted adult confidently</li> <li>• Begin to think critically about online content</li> </ul>

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Y2 Spring	Me, my body and staying safe	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>• Know the correct names for basic body parts (including private parts, taught appropriately)</li> <li>• Know that their body belongs to them</li> <li>• Know the difference between safe and unsafe touch (in an age-appropriate way)</li> <li>• Know that they have a right to say “no” if something makes them uncomfortable</li> <li>• Know who can help if they feel unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• Use correct vocabulary for body parts confidently</li> <li>• Recognise and respond to unsafe or uncomfortable situations</li> <li>• Assert themselves by saying “no” or moving away</li> <li>• Identify trusted adults and know how to contact them</li> <li>• Communicate concerns clearly and appropriately</li> </ul>
	Money and Work	<p>Spring 2:</p> <ul style="list-style-type: none"> <li>• Know that money is used to buy goods and services</li> <li>• Know that people earn money through different types of work</li> <li>• Know the difference between needs and wants</li> <li>• Know why saving money can be important</li> <li>• Know that people make choices about how they spend money</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different ways people earn money</li> <li>• Make simple decisions about spending or saving</li> <li>• Sort items into “needs” and “wants”</li> <li>• Talk about their own choices and preferences</li> <li>• Begin to understand consequences of spending decisions</li> </ul>

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Y2 Summer	Keeping safe outside and at home	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Know common risks outside the home (e.g. roads, strangers, unfamiliar places)</li> <li>• Know basic road safety rules (e.g. stop, look, listen, think)</li> <li>• Know how to stay safe in public spaces</li> <li>• Know what to do if they get lost</li> <li>• Know who can help in the community (e.g. police, shop staff, trusted adults)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify hazards in real-life scenarios</li> <li>• Apply basic safety rules (e.g. road safety awareness)</li> <li>• Use strategies to keep themselves safe (e.g. staying with a group)</li> <li>• Ask for help appropriately when needed</li> <li>• Communicate personal information appropriately in emergencies (e.g. name)</li> </ul>
	Looking back and moving on	<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Know that change is a normal part of life</li> <li>• Know that they have learned and developed new skills over the year</li> <li>• Know that transitions (e.g. moving to a new class) can bring different emotions</li> <li>• Know strategies to manage change and uncertainty</li> <li>• Know how to set simple goals for the future</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on their own learning and achievements</li> <li>• Identify things they are proud of</li> <li>• Express feelings about change and transition</li> <li>• Use strategies to manage worries (e.g. talking, positive thinking)</li> <li>• Set simple personal goals for the future</li> <li>• Demonstrate increased independence and confidence</li> </ul>

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Y3 Autumn	Me, my friends and belonging	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Know that belonging means feeling accepted, valued and included in a group</li> <li>• Know that people belong to different groups (e.g. family, school, clubs, community)</li> <li>• Know the qualities of positive friendships (e.g. trust, kindness, honesty, respect)</li> <li>• Know that friendships can change over time and this is normal</li> <li>• Know that everyone has similarities and differences which should be respected</li> <li>• Know that exclusion and unkind behaviour can impact wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what it means to belong and identify groups they are part of</li> <li>• Build and maintain positive friendships through kind and respectful behaviour</li> <li>• Recognise when someone feels left out and take action to include them</li> <li>• Communicate effectively with peers (listening, turn-taking, responding)</li> <li>• Resolve simple friendship issues using discussion and compromise</li> <li>• Show respect for differences in others</li> </ul>
	Mental health and wellbeing	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• Know that mental health includes emotional wellbeing and how we think and feel</li> <li>• Know a wider range of emotions (e.g. anxious, frustrated, proud, jealous)</li> <li>• Know that thoughts, feelings and behaviours are linked</li> <li>• Know that everyone experiences challenges and difficult emotions at times</li> <li>• Know a range of strategies to support mental wellbeing (e.g. relaxation, physical activity, talking, hobbies)</li> <li>• Know when and how to seek support</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe a wide range of emotions in themselves and others</li> <li>• Explain simple links between thoughts, feelings and actions</li> <li>• Use a range of strategies to manage emotions independently</li> <li>• Reflect on their own feelings and responses to situations</li> <li>• Communicate concerns appropriately to trusted adults or peers</li> <li>• Show empathy and support for others experiencing difficulties</li> </ul>

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Y3 Spring	Building healthy habits	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>• Know what constitutes a healthy lifestyle (balanced diet, exercise, sleep, hygiene)</li> <li>• Know the short- and long-term benefits of healthy habits</li> <li>• Know that habits are behaviours that can be developed over time</li> <li>• Know how lifestyle choices can affect physical and mental health</li> <li>• Know the importance of consistency in maintaining healthy routines</li> </ul>	<ul style="list-style-type: none"> <li>• Identify healthy and less healthy choices in everyday situations</li> <li>• Plan and maintain simple healthy routines (e.g. bedtime, physical activity)</li> <li>• Set achievable goals related to health and wellbeing</li> <li>• Reflect on their own habits and identify areas for improvement</li> <li>• Make informed choices about food, activity and rest</li> <li>• Explain how their choices impact their wellbeing</li> </ul>
	Making choices online	<p>Spring 2:</p> <ul style="list-style-type: none"> <li>• Know that the internet is a powerful tool for communication and information</li> <li>• Know that not all online content is reliable or appropriate</li> <li>• Know the risks associated with sharing personal information online</li> <li>• Know that online actions can have consequences for themselves and others</li> <li>• Know how to recognise unsafe or suspicious online situations</li> <li>• Know the importance of reporting concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate whether online information is trustworthy (at a basic level)</li> <li>• Make safe and responsible choices when using digital devices</li> <li>• Protect personal information appropriately</li> <li>• Recognise and respond to online risks (e.g. inappropriate messages)</li> <li>• Use strategies such as blocking, reporting or telling a trusted adult</li> <li>• Demonstrate responsible and respectful online behaviour</li> </ul>

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Y3 Summer	Keeping safe out and about	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Know a range of risks in public places (e.g. roads, transport, unfamiliar people, environments)</li> <li>• Know strategies to reduce risk and stay safe</li> <li>• Know basic emergency procedures (e.g. who to contact, what to say)</li> <li>• Know the importance of staying aware of surroundings</li> <li>• Know how to respond if they feel unsafe or lost</li> </ul>	<ul style="list-style-type: none"> <li>• Identify hazards in different real-life scenarios</li> <li>• Apply safety rules confidently (e.g. road safety awareness)</li> <li>• Make decisions that reduce risk</li> <li>• Use problem-solving skills in unfamiliar situations</li> <li>• Seek help from appropriate adults or community helpers</li> <li>• Communicate clearly in an emergency situation</li> </ul>
	Looking out for each other	<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Know that everyone has a role in keeping themselves and others safe</li> <li>• Know how actions can positively or negatively affect others</li> <li>• Know the importance of empathy, kindness and cooperation</li> <li>• Know how to recognise when someone may need help or support</li> <li>• Know that small actions can make a big difference to others' wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Show empathy by recognising and responding to others' feelings</li> <li>• Offer help and support to peers appropriately</li> <li>• Work collaboratively and cooperatively in groups</li> <li>• Take responsibility for their behaviour and its impact on others</li> <li>• Speak up if they are concerned about someone's safety or wellbeing</li> <li>• Promote a positive and inclusive environment</li> </ul>

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Y4 Autumn	Mental Health and Wellbeing	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Know that mental health is part of overall health and can change over time</li> <li>• Know a broad range of emotions and that people may experience them differently</li> <li>• Know that thoughts, feelings and behaviours are interconnected</li> <li>• Know that challenges and setbacks are a normal part of life</li> <li>• Know a range of strategies to support mental wellbeing (e.g. talking, relaxation, physical activity, problem-solving)</li> <li>• Know when it is important to seek help and who can provide support</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, describe and compare a wide range of emotions in themselves and others</li> <li>• Explain simple links between thoughts, feelings and actions</li> <li>• Apply a range of strategies to manage emotions and cope with challenges</li> <li>• Reflect on their own emotional responses and consider alternative approaches</li> <li>• Communicate feelings clearly and appropriately</li> <li>• Seek help independently and support others sensitively</li> </ul>
	Exploring ways to manage risk	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• Know that risk is part of everyday life and can be positive or negative</li> <li>• Know different types of risks (physical, social, emotional, online)</li> <li>• Know that actions have consequences for themselves and others</li> <li>• Know strategies to assess and reduce risk</li> <li>• Know that peer influence can affect decision-making</li> <li>• Know when to seek advice or support before making decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify risks in a variety of situations</li> <li>• Assess the level of risk and possible outcomes</li> <li>• Make informed decisions to reduce or manage risk</li> <li>• Resist negative peer pressure using assertive strategies</li> <li>• Consider consequences before acting</li> <li>• Seek advice when unsure and reflect on decisions made</li> </ul>

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Y4 Spring	Forming relationships	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>• Know the characteristics of respectful and healthy relationships (e.g. trust, honesty, kindness, respect)</li> <li>• Know that relationships can change and require effort to maintain</li> <li>• Know the importance of respecting differences (including beliefs, backgrounds and opinions)</li> <li>• Know what constitutes bullying and discriminatory behaviour</li> <li>• Know the impact of words and actions on others</li> </ul>	<ul style="list-style-type: none"> <li>• Build and maintain respectful relationships</li> <li>• Communicate clearly and listen actively</li> <li>• Manage disagreements using negotiation and compromise</li> <li>• Challenge unkind or discriminatory behaviour appropriately</li> <li>• Show empathy and understanding towards others</li> <li>• Work collaboratively with a range of peers</li> </ul>
	Money Matters and News Literacy	<p>Spring 2:</p> <ul style="list-style-type: none"> <li>• Know how money is earned, spent and saved</li> <li>• Know the difference between needs, wants and priorities</li> <li>• Know that financial decisions can have consequences</li> <li>• Know that news and media can influence opinions</li> <li>• Know that not all information in the media is accurate or reliable</li> <li>• Know basic ways to check whether information is trustworthy</li> </ul>	<ul style="list-style-type: none"> <li>• Make informed choices about spending and saving</li> <li>• Prioritise needs over wants in given scenarios</li> <li>• Explain the consequences of financial decisions</li> <li>• Ask questions about information presented in the media</li> <li>• Identify simple signs of unreliable or biased information</li> <li>• Begin to evaluate sources and form balanced opinions</li> </ul>

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Y4 Summer	Me, My Body and Growing Up	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Know that bodies change as part of growing up (including early puberty changes)</li> <li>• Know the basic physical and emotional changes that may occur</li> <li>• Know the importance of personal hygiene during growth and development</li> <li>• Know that everyone develops at their own pace</li> <li>• Know that questions about growing up are normal and can be discussed with trusted adults</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that happen as they grow (using appropriate vocabulary)</li> <li>• Manage personal hygiene independently and confidently</li> <li>• Ask appropriate questions about changes and development</li> <li>• Show respect for their own body and others' bodies</li> <li>• Recognise and manage feelings related to change</li> </ul>
	Families and Growing Together	<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Know that families can take many different forms</li> <li>• Know that families provide care, support and security</li> <li>• Know that relationships within families can change over time</li> <li>• Know the importance of communication and cooperation in families</li> <li>• Know that challenges can occur in families and support is available</li> </ul>	<ul style="list-style-type: none"> <li>• Describe different types of families and family roles</li> <li>• Show appreciation for the people who care for them</li> <li>• Communicate respectfully within relationships</li> <li>• Adapt to changes in relationships and family situations</li> <li>• Seek support if worried about family relationships</li> <li>• Demonstrate empathy and understanding towards others' experiences</li> </ul>

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Y5 Autumn	Friendships, Stereotypes and Bullying	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Know that friendships can be influenced by trust, shared interests and respect</li> <li>• Know that stereotypes are widely held but often inaccurate assumptions about groups of people</li> <li>• Know that stereotypes can lead to unfair treatment or discrimination</li> <li>• Know the different forms bullying can take (including emotional, verbal, physical and online)</li> <li>• Know the impact bullying can have on individuals and communities</li> <li>• Know strategies to respond to bullying safely and effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse what makes a healthy or unhealthy friendship</li> <li>• Identify and challenge stereotypes in scenarios and media</li> <li>• Recognise different forms of bullying and their impact</li> <li>• Use assertive communication to respond to unkind behaviour</li> <li>• Seek help appropriately and support others who may be affected</li> <li>• Reflect on how actions and language can influence others</li> </ul>
	Mental Health and Wellbeing	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• Know that mental health exists on a spectrum and can change over time</li> <li>• Know that stress, anxiety and low mood are common experiences</li> <li>• Know that stigma around mental health can prevent people from seeking help</li> <li>• Know a range of strategies to support emotional wellbeing (e.g. mindfulness, physical activity, talking, routines)</li> <li>• Know when and how to access support inside and outside school</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and reflect on a wide range of emotional experiences</li> <li>• Explain how thoughts, feelings and behaviours interact</li> <li>• Apply appropriate strategies to manage stress and emotional challenges</li> <li>• Recognise when they or others may need support</li> <li>• Challenge stigma around mental health in appropriate ways</li> <li>• Communicate feelings with increasing confidence and accuracy</li> </ul>

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Y5 Spring	Positively Engaging with Our World	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>• Know that they are part of a wider local, national and global community</li> <li>• Know that rights and responsibilities are linked (including children’s rights from the United Nations)</li> <li>• Know that people can contribute positively to society in different ways</li> <li>• Know that media and information can influence beliefs and decisions</li> <li>• Know that their actions can impact others locally and globally</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on their role within different communities</li> <li>• Make informed decisions about how to contribute positively</li> <li>• Evaluate information and opinions from different sources</li> <li>• Demonstrate responsibility in group and community contexts</li> <li>• Recognise the impact of their choices on others</li> <li>• Express and justify opinions respectfully</li> </ul>
	Respecting Boundaries	<p>Spring 2:</p> <ul style="list-style-type: none"> <li>• Know that boundaries exist in friendships, families and other relationships</li> <li>• Know that personal boundaries include emotional, physical and online aspects</li> <li>• Know that consent means agreeing to something freely and can be withdrawn</li> <li>• Know that pressure can influence people to ignore boundaries</li> <li>• Know that everyone has the right to feel safe and respected</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and respect personal boundaries in different situations</li> <li>• Communicate their own boundaries clearly and confidently</li> <li>• Respond appropriately if boundaries are crossed</li> <li>• Use strategies to resist peer pressure</li> <li>• Show respect for others’ choices and limits</li> <li>• Seek help when boundaries are not respected</li> </ul>

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Y5 Summer	Safe Connections	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Know that relationships can take place online and offline</li> <li>• Know that not all online relationships are safe or trustworthy</li> <li>• Know that personal information should be protected online</li> <li>• Know that grooming and manipulation can occur online (age-appropriate awareness)</li> <li>• Know how to report concerns and seek help</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the safety of online interactions</li> <li>• Make informed decisions about sharing information online</li> <li>• Recognise warning signs in unsafe online relationships</li> <li>• Use safe reporting strategies (block, report, tell)</li> <li>• Demonstrate respectful online communication</li> <li>• Seek adult support when unsure or concerned</li> </ul>
	Embedding Healthy Habits and Learning First Aid	<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Know that healthy habits support long-term physical and mental wellbeing</li> <li>• Know the importance of balanced diet, exercise, sleep and hygiene</li> <li>• Know basic first aid principles (e.g. how to respond to minor injuries, calling for help)</li> <li>• Know that some situations require emergency services</li> <li>• Know that habits require consistency and personal responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain and reflect on personal health routines</li> <li>• Make informed decisions about lifestyle choices</li> <li>• Demonstrate basic first aid responses in simple scenarios</li> <li>• Respond calmly and appropriately in emergency situations</li> <li>• Encourage others to adopt healthy habits</li> <li>• Take increasing responsibility for their own wellbeing</li> </ul>

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Y6 Autumn	Mental Health and Wellbeing	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Know that mental health is a normal part of overall health and can fluctuate over time</li> <li>• Know that pressure, stress and anxiety can affect thoughts, feelings and behaviour</li> <li>• Know a range of strategies to support mental wellbeing (e.g. mindfulness, exercise, talking, organisation, rest)</li> <li>• Know that there is no shame in seeking help for mental health difficulties</li> <li>• Know where and how to access support inside and outside school</li> <li>• Know that transition and change can impact emotional wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe a wide range of emotional states, including complex feelings</li> <li>• Reflect on personal triggers for stress and anxiety</li> <li>• Independently select and apply strategies to manage wellbeing</li> <li>• Seek appropriate support when needed</li> <li>• Support peers in a sensitive and responsible way</li> <li>• Manage feelings associated with change and transition</li> </ul>
	Managing Money and Online Spending	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• Know that money can be earned, saved, spent and budgeted</li> <li>• Know that financial decisions can have short- and long-term consequences</li> <li>• Know that online spending includes hidden risks (e.g. in-app purchases, scams, advertising influence)</li> <li>• Know that people are influenced by advertising and marketing techniques</li> <li>• Know that value for money depends on need, quality and affordability</li> <li>• Know that financial responsibility increases with independence</li> </ul>	<ul style="list-style-type: none"> <li>• Create and manage simple budgets for real-life scenarios</li> <li>• Evaluate spending decisions based on needs, wants and priorities</li> <li>• Recognise persuasive techniques used in advertising</li> <li>• Identify risks in online transactions and digital spending</li> <li>• Make informed financial decisions in simulated and real contexts</li> <li>• Reflect on consequences of financial choices</li> </ul>

# PSHE Knowledge and Skills Progression Year 1 – Year 6

Y6 Spring	Developing our AI Literacy	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>• Know that artificial intelligence (AI) is used in many aspects of daily life (e.g. search engines, recommendations, chatbots)</li> <li>• Know that AI systems are created by humans and can reflect bias or limitations</li> <li>• Know that not all digital information is accurate or reliable</li> <li>• Know that AI can be helpful but also requires critical thinking and caution</li> <li>• Know the importance of protecting personal data when using digital tools</li> <li>• Know that technology use has ethical and social implications</li> </ul>	<ul style="list-style-type: none"> <li>• Identify where AI is used in everyday life</li> <li>• Evaluate the reliability of AI-generated or online information</li> <li>• Use critical thinking when interacting with digital tools</li> <li>• Make safe and responsible decisions when using technology</li> <li>• Recognise potential bias or inaccuracy in digital outputs</li> <li>• Demonstrate responsible digital citizenship</li> </ul>
	Drug Education: Assessing Risk and Managing Influences	<p>Spring 2:</p> <ul style="list-style-type: none"> <li>• Know that drugs (including medicines, alcohol, tobacco and other substances) can affect the body and mind</li> <li>• Know that some substances are legal, while others are illegal or harmful when misused</li> <li>• Know that peer pressure and media influence can affect decisions about substances</li> <li>• Know the short- and long-term risks associated with substance use and misuse</li> <li>• Know strategies to resist pressure and make safe choices</li> <li>• Know where to seek help if concerned about substances</li> </ul>	<ul style="list-style-type: none"> <li>• Assess risks in a range of scenarios involving substances</li> <li>• Make informed and responsible decisions</li> <li>• Recognise and resist peer pressure effectively</li> <li>• Evaluate influences (peer, media, social) on behaviour</li> <li>• Communicate refusal confidently and assertively</li> <li>• Seek help or advice appropriately when needed</li> </ul>

# PSHE Knowledge and Skills Progression Year 1 – Year 6

Y6 Summer	Changes in Puberty	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Know that puberty involves physical, emotional and hormonal changes</li> <li>• Know the key changes associated with puberty (including menstruation, voice changes, body development, etc.)</li> <li>• Know that puberty affects people at different times and in different ways</li> <li>• Know the importance of personal hygiene during puberty</li> <li>• Know that relationships, emotions and feelings may change during adolescence</li> </ul>	<ul style="list-style-type: none"> <li>• Describe puberty changes using accurate, age-appropriate vocabulary</li> <li>• Manage personal hygiene independently and confidently</li> <li>• Ask questions appropriately and seek clarification when needed</li> <li>• Recognise and manage emotional changes associated with puberty</li> <li>• Show respect for themselves and others during discussions about development</li> <li>• Access trusted sources of information and support</li> </ul>
	Looking to the future	<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Know that transition to secondary school brings change, opportunity and responsibility</li> <li>• Know that goals and aspirations can shape future choices</li> <li>• Know that skills, interests and values can influence career pathways</li> <li>• Know that change can bring a range of emotions (positive and negative)</li> <li>• Know strategies to manage uncertainty and new beginnings</li> <li>• Know that personal identity continues to develop over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on achievements, strengths and personal development</li> <li>• Set realistic short- and long-term goals</li> <li>• Manage feelings associated with transition and change</li> <li>• Identify personal interests and potential future pathways</li> <li>• Demonstrate independence and responsibility in preparation for secondary school</li> <li>• Communicate aspirations confidently and reflectively</li> </ul>