



St Gregory's Wellbeing Knowledge & Skills Progression Grid (PSHE)



Please note there are many cross curricular links with Wellbeing – they are indicated in different colours.

Science RE Computing Geography Maths PE (ZoR)Zones of regulation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
R E L A T I O N S H I P S	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>About friends and family:</p> <ul style="list-style-type: none"> the role these different people play in children's lives how they care for Them <p>About safe relationships:</p> <ul style="list-style-type: none"> how to respond if physical contact makes them feel uncomfortable or unsafe that it is important to tell someone if something about their family makes them feel unhappy or worried when it is important to ask for permission to touch others how to ask for and give/not give permission 	<p>About friends and family:</p> <ul style="list-style-type: none"> how to be a good Friend <p>About safe relationships:</p> <ul style="list-style-type: none"> about what bullying is different types of bullying how someone may feel if they are being bullied. about the difference between happy surprises and secrets that make them feel uncomfortable or worried how to get help how to resist pressure to do something that feels uncomfortable or unsafe <p>About respecting</p>	<p>About friends and family:</p> <ul style="list-style-type: none"> about the positive aspects of being part of a family to recognise and respect that there are different types of families being part of a family provides support, stability and love about the different ways that people can care for each other what to do and whom to tell if family relationships are making them feel upset, worried, unhappy or unsafe <p>About safe relationships:</p>	<p>About friends and family:</p> <ul style="list-style-type: none"> the features of positive healthy friendships such as mutual respect, trust and sharing interests how to seek support with relationships if they feel lonely or excluded when it is right to keep or break a confidence or share a secret how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online <p>About safe relationships:</p> <p>See 'online' section</p> <p>About respecting</p>	<p>About friends and family:</p> <ul style="list-style-type: none"> what makes a healthy friendship how to seek support in relation to friendships peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online <p>About safe relationships:</p> <ul style="list-style-type: none"> what is acceptable, unacceptable, wanted or unwanted in different situations how to ask for, give and not give permission 	<p>About friends and family:</p> <ul style="list-style-type: none"> the qualities of healthy relationships that help individuals flourish <p>About safe relationships:</p> <ul style="list-style-type: none"> to compare the features of a healthy and unhealthy friendship the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online how to recognise and respond to pressure

		<p>About respecting ourselves and others:</p> <ul style="list-style-type: none"> • about what respect means • how kind and unkind behaviour can affect others • how to be polite and courteous • how to play and work co-operatively 	<p>ourselves and others:</p> <ul style="list-style-type: none"> • about the things they have in common with others • what to do and whom to tell if they see or experience hurtful behaviour, including online 	<p>See 'online' section</p> <p>About respecting ourselves and others:</p> <ul style="list-style-type: none"> • the importance of self-respect and their right to be treated respectfully by others 	<p>ourselves and others:</p> <ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith and a vocabulary to sensitively discuss difference and include everyone • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • the importance to respect the similarities and differences between people 	<ul style="list-style-type: none"> • how to respond to unwanted or unacceptable physical contact • it is never someone's fault if they have experienced unacceptable contact <p>About respecting ourselves and others (discrimination):</p> <ul style="list-style-type: none"> • what it is • the different types e.g. racism, sexism, homophobia • its impact on individuals, groups and wider society • how to challenge it 	<p>from others to do something unsafe or that makes them feel worried or uncomfortable</p> <ul style="list-style-type: none"> • how to get support and advice • what consent means and how to seek and give/not give permission in different situations <p>About respecting ourselves and others</p> <ul style="list-style-type: none"> • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with
Vocab	Feelings, friend, family, kind, care, love, fair, unfair, share, help, gentle, similar, different, consequence.	Relationship, touch, safe, unsafe, worried, unhappy, respect, permission, polite, unkind, fairness, difference, similar, belong, agreement,	Kindness, listening, honesty, hurt, surprise, secret, uncomfortable, bullying, empathy, identity, conflict, resolution, problem solving	Support, stability, trusted, self-respect, right.	Culture, healthy relationship, mutual respect, lonely, excluded, confidence/confidential, gender, race, faith, values, aspirations, harmful,	Trolling, harassment, influence, consent, discrimination, racism, sexism, homophobia, society, challenge.	Truthfulness, trustworthiness, loyalty, kindness, generosity, trust, pressure, risk, dares.

		disagreement, conflict, resolution, problem solving			content, contact, resolve, solution.		
HEALTH & WELLBEING	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p>	<p>About being healthy:</p> <ul style="list-style-type: none"> • what it means to be healthy • why it is important • balancing different types of play (screen time) <p>About taking care of themselves:</p> <ul style="list-style-type: none"> • physical exercise • basic hygiene (e.g. hand washing) • healthy and unhealthy foods <p>About feelings:</p> <ul style="list-style-type: none"> • recognise their own • recognise others' • they can affect behaviour <p>how rules can help to keep us safe</p>	<p>About the body:</p> <ul style="list-style-type: none"> • name main body parts correctly • name external genitalia (breasts, vagina, penis & testicles) • parts of bodies covered with underwear are private • things that are put in the body and on the skin can affect how people feel <p>About routines and habits:</p> <ul style="list-style-type: none"> • dental health • sleep • eating and drinking • medicines (including vaccinations and immunisations) <p>About feelings:</p> <ul style="list-style-type: none"> • ways to change their mood • manage big feelings • when and how to ask 	<p>About being healthy:</p> <ul style="list-style-type: none"> • what is meant by a healthy, balanced diet • that regular exercise has positive benefits for their mental and physical health • positive and negative effects of habits <p>About feelings:</p> <ul style="list-style-type: none"> • things that can affect them • they can change overtime (powerful) • the different ways they can be expressed <p>About personal identity:</p> <ul style="list-style-type: none"> • explore and celebrate individuality • common challenges to self-worth and strategies to manage them <p>about risks:</p>	<p>About being healthy:</p> <ul style="list-style-type: none"> • identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally <p>About physical health:</p> <ul style="list-style-type: none"> • what it means • recognise early signs of physical illness • it can be treated with the right care <p>About 'drugs':</p> <ul style="list-style-type: none"> • taking medicines correctly • what it means • those common to everyday life can affect health and wellbeing • effects and side effects • risks and habitual nature • how to ask for help <p>About risks (the sun):</p>	<p>About puberty:</p> <ul style="list-style-type: none"> • identify external genitalia and reproductive organs • physical and emotional changes • key facts about menstrual wellbeing, erections and wet dreams • strategies to manage the changes including menstruation • the importance of personal hygiene routines • how to discuss challenges with a trusted adult <p>About personal identity:</p> <ul style="list-style-type: none"> • what contributes to it • for some people their gender identity does not correspond with their biological sex <p>About feelings:</p> <ul style="list-style-type: none"> • ways and activities to boost emotional 	<p>About mental health:</p> <ul style="list-style-type: none"> • to recognise that anyone can be affected by mental ill-health • difficulties can be resolved with help and support • negative experiences such as being bullied or feeling lonely can affect mental wellbeing • to recognise that if Someone experiences feelings that are not so good (most or all of the time) – help and support is available <p>About the body:</p> <ul style="list-style-type: none"> • what sexual intercourse is • how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs

			<p>for help</p> <ul style="list-style-type: none"> • how to help others, with their feeling <p>If someone is hurt:</p> <ul style="list-style-type: none"> • what to do • who can help • how to get help (incl. 999) <p>bout risks:</p> <ul style="list-style-type: none"> • in everyday situations i.e. road • how to keep themselves safe (i.e. household products and appliances) 	<ul style="list-style-type: none"> • how to predict, assess and manage risk in everyday situations i.e. crossing the road • keeping themselves safe at home • keeping themselves safe in the local environment or unfamiliar places 	<ul style="list-style-type: none"> • benefits on mind and body • the risk of exposure • how to manage the risk 	<p>wellbeing</p> <p>About risks:</p> <ul style="list-style-type: none"> • difference between positive risk taking and dangerous behaviour <p>If someone is hurt:</p> <p>basic first aid techniques</p> <ul style="list-style-type: none"> • how to respond in an emergency, including when and how to contact different emergency services 	<ul style="list-style-type: none"> • identify the links between love, committed relationships and conception • pregnancy can be prevented with contraception • responsibilities of being a parent or carer • how having a baby changes someone's life <p>About transition to secondary school:</p> <ul style="list-style-type: none"> • it will affect feelings • how relationships will change • increasing independence <p>About drugs:</p> <ul style="list-style-type: none"> • risks and effects • laws – legal and illegal • choices around drug taking • where to get help
Vocab	Happy, sad, tired, excited, hungry, thirsty, angry, scared	Worried, hygiene, healthy, unhealthy, behave, rules, safe, screen-time	Loss, bereavement, mood, dental health, diet, emergency, risk, breast, vagina, penis, testicles, medicine,	Balance, self-worth, habit, positive, negative, change, manage, individuality, express, prevent,	Obesity, lifestyle, illness, drugs, side-effects, exposure.	Gender, genitalia, erection, ejaculation, wet dream, menstrual cycle, menstruation, sanitary products,	Mental health Sex, sexual intercourse, intimate, consent, committed relationship, contraception,

			vaccinations, immunisations,			reproductive organ, gender identity, biological sex.	responsibility. Transition, independence. Legal, illegal, choice
L I V I N G I N T H E W I D E R W O R L D	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p>	<p>About examples of rules in different situations</p> <p>that different people have different needs</p> <p>How we care for:</p> <ul style="list-style-type: none"> • people, animals and other living things in different ways • the environment <p>About jobs:</p> <ul style="list-style-type: none"> • different jobs • who helps us in the community 	<p>About community:</p> <ul style="list-style-type: none"> • being a part of different groups, and the role they play in these • rights and responsibilities in school and the wider community • can make different groups feel included • people are all equal • ways in which they are the same and different to others in the community 	<p>About rules/laws in society:</p> <ul style="list-style-type: none"> • why we have them • importance of abiding by them • what will happen if broken <p>About rights and responsibilities:</p> <ul style="list-style-type: none"> • they have them • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn <p>About human rights:</p> <ul style="list-style-type: none"> • what they are • how they protect people • identify basic HRs <p>About stereotypes:</p> <ul style="list-style-type: none"> • common myths and gender stereotypes related to work • to challenge them through examples of role models in 	<p>About communities:</p> <ul style="list-style-type: none"> • the meaning and benefits • they belong to different communities • being made up of different groups • those that help communities including volunteers <p>How to show compassion towards others in need and the shared responsibilities of caring for them</p>	<p>About the environment:</p> <ul style="list-style-type: none"> • the importance of protecting it • positive and negative impact of everyday actions • express opinions about their own responsibility <p>About jobs/careers:</p> <ul style="list-style-type: none"> • what they might want to do • importance of ambition • factors that influence choosing a job • the importance of diversity and inclusion • stereotypes in the workplace and how to challenge • routes to employment 	<p>About prejudice and discrimination:</p> <ul style="list-style-type: none"> • what it means • the difference • how to recognise it • how to respond safely to it <p>About stereotypes:</p> <ul style="list-style-type: none"> • to recognise in different contexts • how they are perpetuated • how to challenge them <p>About money:</p> <ul style="list-style-type: none"> • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put

				different fields of work			people at financial risk
Vocab	Rules, choices, care	Community, environment, needs	Community, rights, responsibility, equal, view, decision.	Quality, human rights, protect, law, abide, stereotypes, workplace, myth	Compassion, contribution, volunteers, in need, shared responsibility	Career, ambition, influence, diversity, inclusion, factor, routes, impact, bias.	Prejudice, perpetuated, fraud, gambling, debt, scam, financial risk.
O N L I N E	Explain the reasons for rules, know right from wrong and try to behave accordingly	About the internet: <ul style="list-style-type: none"> • how and why people use it • the benefits if it and devices • how to find out information • how to communicate safely • basic rules for keeping safe • whom to tell if they see something online that makes them feel unhappy, worried, or scared 	To know about internet: <ul style="list-style-type: none"> • how it can be accessed • its purpose and value in everyday life • it can be used for entertainment and to find information • information may not be factual About safety: <ul style="list-style-type: none"> • how they can keep themselves safe • what to do and whom to tell if they see or experience hurtful behaviour, including online 	About online bullying: <ul style="list-style-type: none"> • is unacceptable in any situation • the effects and consequences • similarities and differences to face-to-face bullying • what to do and whom to tell if they see it About the internet: <ul style="list-style-type: none"> • basic strategies to help keep themselves safe passwords, trusted sites, adult supervision • different uses • reliability of information including images on the internet • how to identify inaccurate information 	About communication: <ul style="list-style-type: none"> • knowing someone online differs from knowing someone face to face • risks in communicating with someone they don't know • how to communicate respectfully with friends when using digital devices • some people are pretending to be someone else About safety: <ul style="list-style-type: none"> • how to recognise risks online such as harmful content or contact • what to do and who to tell • digital footprints about advertising: <ul style="list-style-type: none"> • personal 	About online bullying: <ul style="list-style-type: none"> • discrimination of groups or individuals e.g. trolling and harassment • how to report discrimination online About media content: <ul style="list-style-type: none"> • to identify different types and their different purposes • basic strategies to assess whether content online is based on fact, opinion, or is biased • some media and online content promote stereotypes • reliability of search results • to recognise unsafe or suspicious content 	About online pressures: <ul style="list-style-type: none"> • how to assess the risk of 'challenges' and 'dares' • managing conflict or disagreements About safety: <ul style="list-style-type: none"> • what to do and who can help with issues • about personal information • sharing information and images • age restrictions for a range of media and content and how to use them • sharing things online, including rules and laws relating to this • how balancing time online with other activities helps to maintain their health and

					<p>information can be used</p> <ul style="list-style-type: none"> • what does one look like • compare to factual information • why people might buy products from adverts <p>About internet searching:</p> <ul style="list-style-type: none"> • results are ordered based on the popularity of the website and that this can affect what information people access <p>About online pressures (dares):</p> <ul style="list-style-type: none"> • to recognise those that put people under pressure, at risk or make them feel uncomfortable • to manage pressure associated with them 	<p>how devices store and share information</p>	<p>wellbeing and strategies to support this</p> <p>why people choose to communicate through social media and some of the risks and challenges of doing so</p>
Vocab	Safe, family, friend, kind	Relationship, safe, unsafe, worried, unhappy, respect, permission.	Kindness, honesty, surprise, secret, uncomfortable, bullying, bullied.	Support, stability and love, care, trusted, self-respect,	Harmful content or contact	Trolling, harassment, influence, consent, discrimination, racism, sexism, homophobia, society	Trust, pressure, risk, dares