PSHE TREES OF KNOWLEDGE AND SKILLS PROGRESSION

	Nursery		Reception			Year 1		Year 2					
		Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	Autumn term	Spring term	Summer term			
		Ourselves	Feelings	Healthy Me	Being in my world	Dreams and Goals	Relationships	Being in my world	Dreams and Goals	Relationships			
		Following Rules	Emotions	Healthy and Happy	Celebrating	Healthy Me	Changing Me	Celebrating	Healthy Me	Changing Me			
		All About Me	Friendships	Me	Differences			Differences					
		Celebrating											
		Difference											
	 Know 	 Know special 	 Know different 	 Know what the 	 Know that 	 Know how to 	 Know that 	 Know the rights 	 Know how to 	Know that			
	special	things about	ways of	word 'healthy'	they are	set simple	everyone's	and	choose a	everyone's			
	things about	themselves.	making	means	special and	goals	family is	responsibilities	realistic goal	family is			
	themselves.	 Know that 	friends.		unique	 Know how to 	different	of class	and know how	different and			
	 Know that 	some people	Know that	 Know some 	Know their	achieve a goal	Know that	members	they might	that families			
	some people	are different	they don't	things that	rights and	 Know how to 	there are lots	Know that it is	achieve it	function well			
	are different	from	have to be the	they need to	responsibilities	work well with	of different	important to	Know what	when there is			
	from	themselves.	same as to be	do to keep	as a member	a partner	types of	listen to other	'perseverance'	trust, respect,			
	themselves.	Know how	a friend.	healthy.	of the class	Know that	families	people	means	care, love and			
	Know how	happiness and	Know why	Know that	and within	tackling a	Know that	Know that their .	Know that it is	co-operation • Know that			
	happiness	sadness can be	having friends	they need to	their classroom	challenge can	families are	own views are	important to	there are lots			
	and sadness can be	expressed.	is important.	exercise to keep healthy.	Know that	stretch their	founded on belonging,	valuable	persevere Know what	of forms of			
	expressed.	 Know that hands can be 	Know some	Know how to	their views are	learning	love and care	 Know about rewards and 	 Know what working 	physical			
	Know that	used kindly	qualities of a	help	important	Know how to	Know how to	consequences	together well	contact within			
	hands can	unkindly.	friendship	themselves go	Know that	identify obstacles	make a friend	and that these	looks like	a family			
	be used	Know that	Know different	to sleep and	they have	which make	Know the	stem from	Know how to	Know they can			
	kindly	being kind is	ways to stand	that sleep is	choices in	achieving their	characteristics	choices	share success	stay 'Stop' if			
dg.	unkindly.	good.	up for myself	good for them	their actions	goals difficult	of healthy	Know that	with other	someone is			
Knowledge	Know that	Know that	Know some of	Know what to	Know what	and work out	and safe	positive choices	people	hurting them			
٥	being kind is	they have a	THE RESERVE OF THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLUMN TW	do if they get	'consequences'	how to	friends	impact	Know what	 Know some 			
고	good.	right to learn	the	lost.	means	overcome	Know that	positively on	their body	reasons why			
	Know that	and play safely	characteristics	 Know how to 	Know that	them	physical	self-learning	needs to stay	friends have			
	families can	and happily.	of healthy and	say No to	their choices	Know when a	contact can	and the	healthy	conflicts			
	be different	 Know what 	safe	strangers.	have	goal has been	be used as a	learning of	Know what	Know that			
	 Know what 	being proud	friendships.	Revisit the	consequen <mark>ces</mark>	achieved	greeting	others	'relaxed'	friendships			
	a family is	means and	,	names and	Know that	 Know the 	 Know about 	 Know there are 	means	have ups and			
	 Know 	that people	Know that	functions of	people have	difference	the different	stereotypes	 Know what 	downs and			
	different	can be proud	friends	,	differences	between being	people in the	about boys and	makes them	sometimes			
	ways of	of different	sometimes fall	the body	and	healthy and	school .	girls	feel relaxed /	change with			
	making	things.	out.	(Head,	similarities	unhealthy	community	Know that it is	stressed	time			
	friends.	Know what		Shoulders,	Know what	Know some	and how they	OK not to	Know how	Know there			
	 Know that 	being unique	 Know some 	Knees, Toes,	'bullying'	ways to keep	help Know who to	conform to	medicines	are 'good secrets' and			
	friends	means.	ways to mend	Arm, Leg, Eye,	means	healthy	141011 11110 10	gender stereotypes	work in their	'worry secrets'			
	sometimes	Know that	a friendship	Ear, Mouth,	 Know that 'STOP' relates 	Know how to	ask for help in the school	Know it is good	bodies	and why it is			
	fall out.	families can be	Know that	Nose, Foot,	to bullying	make healthy	community	to be yourself	Know that it is	important to			
	• Know the	different • Know that	they have a	Toe, Hand.)	and stand for	lifestyle choices	Know that	Know that	important to use medicines	share worry			
	names of	Know that people have	right to learn	Know that we	una stana jor	CHOICES	animals	sometimes		secrets			
	ituites of	people nave	right to team	grow from		1	ununus	Sometimes	safely	5.5.5.5.5			

some		different		and play		baby to adult.		'Several Times	•	Know how to		including		people get	•	Know why	•	Know what
emotions		homes and		safely and		 Know who to 		On Purpose'		keep		humans have		bullied because		healthy snacks		trust is
such as		why they are		happily.		talk to if they	•	Know that		themselves		a life cycle		of difference		are good for	•	Know that life
happy sad,		important to	•	Know that		are feeling		'bullying' is		clean and	•	Know that	•	Know the		their bodies		cycles exist in
frightened		them.		unkind words		worried.		not tolerated		healthy		changes		difference	•	Know how to		nature
and angry	•	Know what a		can never be	•	Know that		at Westacre	•	Know that		happen when		between right		make some	•	Know that
• Know that		family is.				sharing how	•	Know who to		germs cause		we grow up		and wrong and		healthy snacks		ageing is a
they don't		Know that		taken back		they feel can		tell if they or		disease /	•	Know that		the role that		(Sandwich):		natural process
have to be	•	they don't		and they can		help solve a		someone else		illness		people grow		choice has to	•	Know which		and that some
the same as		have to be 'the		hurt		worry		is being	•	Know that all		up at		play in this		foods given		changes are
another person to be		same as' to be		Know some	•	Know that		bullied or is		household		different rates	•	Know that		their bodies		out of an
a friend.		a friend		reasons why		remembering		feeling		products,		and that is		friends can be		energy		individual's
Know which	•	Know why		others get		happy times		unhappy		including		normal Karanan kirk		different and still be friends				control
words are	_	having friends		angry.		can help us move on.	•	Know how to make		medicines, can be harmful if	•	Know which parts of the		Re-visit			•	Know how
kind		is important	•	Know some		Know that		friendships		, ,		body are	•	knowledge of				their bodies
	•	Know some		jobs that they	-	they don't		Know that		not used properly		private and		"STOP" in				have changed from when
 Know the 		qualities of a		, ,		have to be 'the	•	people are	۱.	Know that		that they		relation to				they were a
names for		positive		might like to		same as' to be		unique and	•	medicines can		belong to		bullying –				baby and that
some parts		friendship		do when they		a friend		that it is OK		help them if		that person		"Several Times				they will
of their	•	Know when		are older•		Know why		to be different		they feel		and that		On Purpose"				continue to
body		and how to		Know that		having friends		to be aggerent		poorly		nobody has	•	Know where to				change as they
Know what		wash their		they must		is important				Know how to		the right to		get help if being				age
- 500	See.	hands properly		3	•	Know some				keep safe	8	hurt these		bullied			•	Know that
the word	13	Can explain		work hard		qualities of a				when crossing	•	Know who to	•	Know the				private body
'healthy'		what they	100	now in order		positive			18	the road		ask for help if		difference			all	parts are
means		need to do to	63	to be able to		friendship				Know how to		they are	- 3	between a one-			1	special and
 Know some 		stay healthy.		achieve the job	Man -	Alle.				keep		worried or	1	off incident and	,			that no one
things that	•	Know the	New York	they want				A PARTY OF THE PAR		themselves		frightened		bullying				has the right
they need to		names for		when they are			9		Ze.	safe	•	Know that	•	Know that	No.			to hurt these
		some parts of		3					•	Know about		learning	Quil.	bullying is not	13		•	Know there
do to keep		their body:		older.	ZV			1		other people		brings about	34	tolerated at	-		100	are different
healthy		Head,	•	Know the		No. No.				who can keep		change	16	Westacre and	3		4	types of touch
• Know that		Shoulders,	7	names of some						them safe	-			know the				and that some
they need to		Knees, Toes,		emotions such										impact of being			13	are acceptable
exercise to		Arm, Leg, Eye, Ear, Mouth,		as happy sad,	ALL LANGE									bullied			60	and some are
		Nose, Foot,		frightened and									•	Know how to				unacceptable
keep healthy		Toe, Hand,		angry.										stand up for			•	Know who to
 Know when 		Finger	•	Know which										themselves				ask for help if
and how to		Know what a		words are kind										when they need				they are
wash their	•													to				worried or
hands		challenge is																frightened
properly	•	Know that it is															•	Know the
		important to																physical differences
Know how		keep trying																between male
to say No to	•	Know what a																and female
strangers		goal is																bodies
		J- W. W	<u> </u>		l		<u> </u>		1		<u> </u>				1		I	Doules

Know the names and functions of the body. Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that rememberin g happy times can help us move on	Know how to set goals and work towards them Know when they have achieved a goal.				Know the names of male and female private body parts (those kept private by underwear: vagina, anus, penis, testicles, vulva) Know that there are correct names for private body parts and nicknames, and when to use them

 Be able to consider others' others' feelings Identify feelings associated with belonging Identify feelings of happiness and sadness Recognise how others' they do well other they down't get enough sleep. Identify ond use skills to make a friend. Identify and use skills to stand up for themselves. Recognise how exercise makes them feel ouse safe in their class Identify ond use skills to make a friend. Identify and use skills to make a friend. Identify ond use skills to make a friend. Identify and use skills to make a friend. Identify dowell they dowell ouse skills to make a friend. Identify and use skills to make a friend. Identify and use skills to make a friend. Identify dowell ouse safe in their class Identify dowell ouse skills to make their own feelings and know when a chievement with a friend being a good friend means Identify hopes and fears for they dowell ouse safe in their class Identify dowell ouse skills to make their own feelings and they dowell ouse safe in their they do well ouse skills to they dowell ouse safe in their class Identify dowell ouse skills to make their own feelings and know when a chievement ouse safe in their they do well ouse safe in their ouse family and to ouse feelings of helpful best Identify dowell ouse safe in their class Identify dowell ouse skills to make their ouse feelings of helpful best Identify dowell ouse safe in their ouse feelings of they dowell ouse safe in their ouse feelings of helpful ouse safe in their o	 Identify the different roles and responsibilities in their family Recognise the value that families can bring Recognise and
others' associated with feelings belonging belonging • Identify and feelings of happiness and sadness • Recognise • Be able to others' associated with belonging associated with belonging • Identify and use skills to them feel they dowell them feel safe in their class them feel safe in their class them feel safe in their class they dowell part of a family and to they feel if they dowell family and to they feel if they dowell family and to they feelings linked to this they feel if they don't get enough sleep. The feelings linked to this they feel if they don't get enough sleep. The feelings linked to this they feel if they dowell part of a the year ahead the feelings linked to this to this they feel if they don't get enough sleep. The feelings linked to this to the feelings linked to they feelings linked to this they feelings linked to	and responsibilities in their family Recognise the value that families can bring
feelings Identify Ide	responsibilities in their family • Recognise the value that families can bring
• Identify feelings of feelings of happiness and and sadness • Recognise • Be able to • Identify use skills to stand up for they don't get enough sleep. • Identify they feel if they feel if they feel if they feel if they don't get enough sleep. • Identify helpful best family and know when and where to this own feelings family and know when and where to they can help; class a safe with a friend being a good needed as a learner	in their family Recognise the value that families can bring
feelings of happiness and happiness and sadness Recognise Be able to feelings of happiness and happiness and stand up for they don't get helpful behaviours to happiness and themselves. • Helpful best family and know when members and where to say what get help, if own strengths as a learner	 Recognise the value that families can bring
happiness and sadness sadness. • Recognise • Be able to happiness and sadness happiness and sadness • Use different waus to mend • Recognise • Be able to happiness and themselves. • Use different waus to mend • Celebrate an achievement • Celebrate an achievement • Cachievement • Say what being a good • Recognise their own strengths • as a learner	value that families can bring
and sadness sadness. • Use different waus to mend • Recognise • Be able to • Use different waus to mend • Identify where they can help; class a safe with a friend • Say what get help, if own strengths being a good needed as a learner	families can bring
Recognise Be able to waus to mend	bring
• Recognise • Be able to ways to mend they can help; class a safe with a friend being a good needed as a learner	3
The state of the s	Recognise and
I I ENTOLOGIS I CONSIDER OLITERS I I CONTO, POLICE I PIACE I TO RECOUNTSE I I INCIDENTALIS I TO RECOUNTSE NOW I	
when they feelings a friendship station.) • Identify what their own • Show skills of make their class working with	talk about the
or someone • Be responsible • Identify that • Explain what it is like to feel feelings when friendship a safe and fair others can be	types of
else is upset, in the setting. words can to do if a proud of an faced with a • Identify forms place helpful	physical
frightened • Identify hurt feelings. stranger achievement challenge or of physical • Show good • Work	contact that is
or angry. feelings • Recognise approaches • Recognise and an obstacle contact they listening skills effectively with	acceptable or
Develop associated with what being them. identify • Recognise how prefer • Recognise the a partner and	unacceptable
skills to play being proud. skills to play being proud. • Identify body feelings they feel when • Can say 'No' feeling of being as part of a	 Use positive
cooperativel • Identify things like. parts associated they overcome when they worried group	problem-
With they are good so the With positive an obstacle receive a Able to work Readle to	solving
others at and negative a Constant touch theu connectively chose a	techniques
Recognise Identify some	(Mending
similarities ways they can have within for them they Recognise success so Can praise that boys and whom they	Friendships or
and be different the family, get older. ways in which that they can themselves girls can be work well	Solve-it-
differences and the same emotions when between as others. • Recognise emotions when they can talk same as their future • Recognises ways and that it feels to be	together) to
between as others. emotions when they can talk same as their future • Recognises ways and that it feels to be	resolve a
their family • Recognise they or to in school or friends and • Feel good some of their is OK part of a	friendship
and other similarities and someone else at home. ways they are about personal • Understand group that	conflict
families differences is upset, • Identify different themselves qualities that boys and succeeds and	 Identify the
Identify between their frightened or positive • Identify what when they • Explain why girls can be store this	negative
what jobs families and angry. memories from is bullying and make healthy they different in lots feeling	feelings .
they do in other families. • Recognise how the past year what isn't choices appreciate a of ways and • Strive to make	associated
their family Identify what kind words in Identify how Realise that special that is OK healthy	with keeping a
and those in in they do in school/home. School/home. being bulled they are relationship • Explain how lifestyle	'worry secret'
carried out • Say now they might Jeet special • Understand being bullied choices	• Identify the
Able to keep and accepts can make a facility when	feelings
parents/care and those changing and themselves that change is someone feel a feeling is	associated
rs and carried out by class/growing understanding safe a natural part • Chooses to be weak and	with trust
siblings parents/carers up. to help a Recognise of getting kind to others when a feeling	Identify who
• Identify and and siblings. • Identify person who is ways to look older • Recognises that is strong to the strong of the stron	they trust in
qualities of a dentify some they should not Feel positive	their own relationships
themselves if things that Juage people about earling	
friend use skills to friendship. emotions they feel have changed because they for their	Can give and
Identify make a friend. associated poorly and some are different bodies and things they.	receive compliments
things they with making a Recognise things that Understands keeping it are good at. Identify body new friend when they feel have stayed that everyone's healthy	
when they jeet have studed that everyone's healthy	 Name who they would go
July 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	5 5
emotions some of the have the skills since being a make them feels to share when they attributes that to ask for help baby healthy food	to for help if they were
when they attributes that to ask for help baby healthy food	titey were

				Т	1		T	1	6 1 6 1		I	1	
	or someone	•	Understand			make them	Recognise how		(including the	special and	with their		worried or
	else is upset,		that challenges			unique and	being healthy		body)	unique	friends		scared
	frightened		can be			special	helps them to	•	Express why			•	Recognise that
	or angry		difficult.				feel happy		they enjoy				changes will
'	• Explain		ayjicait.						learning				happen and
	what they need to do	•	Recognise					•	Suggest ways				that some can be controlled
	to stay		some of the						to manage				and others not
	healthy		feelings of						change e.g. moving to a				Express how
1 1.	 Name 								new class			•	they feel about
	examples of		perseverance.						new class				changes
	healthy	•	Talk about the										Recognise the
	foods		time that they										independence
	(including		kept on trying										and
	fruits and												responsibilities
	vegetables)		to achieve										they have now
	 Recognise 		their goal.			-							compared to
	what being scared/worri	•	Be ambitious.										being a baby or toddler
	ed feels like	•	Celebrate									•	Identify what
'	• Give		success.										greater
	examples of												responsibilities
	healthy food												and freedoms
	(Such as	1				65 2		8					they may have
	Fruit and			la contract							60 0		in the future
	Vegetables.)			18			13	-			and the same		and say what
•	Emptatit	A.			ed 0.		3						they are
	what to do			CCL of	Mary Service	A DATE	The state of the s	4	MIN SEVE			3.00	looking
	i <mark>f a stranger</mark>		- The state of					-90					forward to in
	approaches	1	2007 257		SALES OF SALES		ACM ALL			THE RESERVE OF THE PARTY OF THE	and the same	13	the next year
	them.		A PRO NOTICE	and the same			100					Yan.	4
°	• Identify	00								100	20172	1994	
	body parts				7 7 7								-
	such as:									ACM.			
	Head, Eye,												-
	Ear, Mouth, Arm, Hand,					Alle						60	
	Leg, Foot.									Alle			
	• Identify how												
	they have										Mark		
	changed												
	from a baby												
	(They are												
	bigger, they												
	can talk,												
	walk, they												
	can go to												
	the toilet.)												

• Identify that they can talk to a teacher, a parent, or a grown up if they are feeling worried.					

