



Benjamin Adlard Primary School

PSHE Key Knowledge Progression Document (KKP)

PSHE Curriculum Rationale

This PSHE Key Knowledge Progression (KKP) document sets out the core knowledge and skills pupils develop from Nursery to Year 6. It ensures learning is taught sequentially, builds cumulatively and reflects the ambition of high-quality PSHE as outlined by the PSHE Association. The curriculum is designed so pupils can understand themselves and others, maintain their wellbeing, form healthy relationships and navigate an increasingly complex world safely and confidently.

Types of Knowledge in PSHE

PSHE in this curriculum is built around two core forms of learning:

1. Substantive Knowledge

This is the essential information pupils learn about relationships, health, safety and citizenship.

2. Applied PSHE Skills

These are the strategies and behaviours pupils use to make decisions, manage situations, stay safe and interact respectfully with others.

This structure reflects the reality of the KKP and keeps the curriculum simple, coherent and easy for teachers to use.

Substantive Knowledge

Substantive knowledge provides pupils with the core understanding needed to:

- recognise and manage emotions
- build healthy, respectful relationships
- maintain physical and mental wellbeing
- stay safe in digital and real-world contexts
- understand rights, responsibilities and financial basics
- participate positively within communities

Knowledge is sequenced from personal and concrete experiences in EYFS, to interpersonal learning in KS1, and wider social, digital and ethical understanding in KS2. This supports the development of secure schema about relationships, wellbeing, safety and citizenship.

Sticky Substantive Knowledge



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Sticky knowledge is the essential content pupils need to retain long term. It includes:

- recognising a range of feelings
- understanding positive relationships
- knowing how to seek help from trusted adults
- understanding personal boundaries and consent
- recognising ways to stay safe on and offline
- knowing the basic changes involved in growing up
- understanding fairness, respect and differences
- knowing how to keep money safe and make simple decisions

This knowledge is revisited often, applied in varied scenarios and reinforced through stories, discussion, role-play and reflection.

Fingertip Substantive Knowledge

Fingertip knowledge supports understanding but does not need to be retained long term. It includes:

- vocabulary used only within a specific unit
- case study examples used for discussion
- temporary digital safety advice or features
- short-term, relevant local or national events

Teachers signpost these elements clearly and model how to access them when needed, preventing cognitive overload while still connecting learning to real contexts.

Applied PSHE Skills

Applied skills help pupils use their knowledge confidently and safely in real situations. These skills include the ability to:

- communicate feelings and listen to others
- solve conflicts using simple strategies



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- use calming and self-regulation techniques
- recognise safe and unsafe situations
- respond to peer influence respectfully and assertively
- take part in group decision-making and democratic processes
- seek help when worried or unsure
- make safe and informed financial decisions

These skills grow in sophistication from EYFS to Year 6 and are practised through modelling, guided discussion, reflective activities and scenario-based tasks.

Ambition and Alignment

Although PSHE is not part of the National Curriculum, the KKP aligns with the PSHE Association Programme of Study, which identifies three core areas:

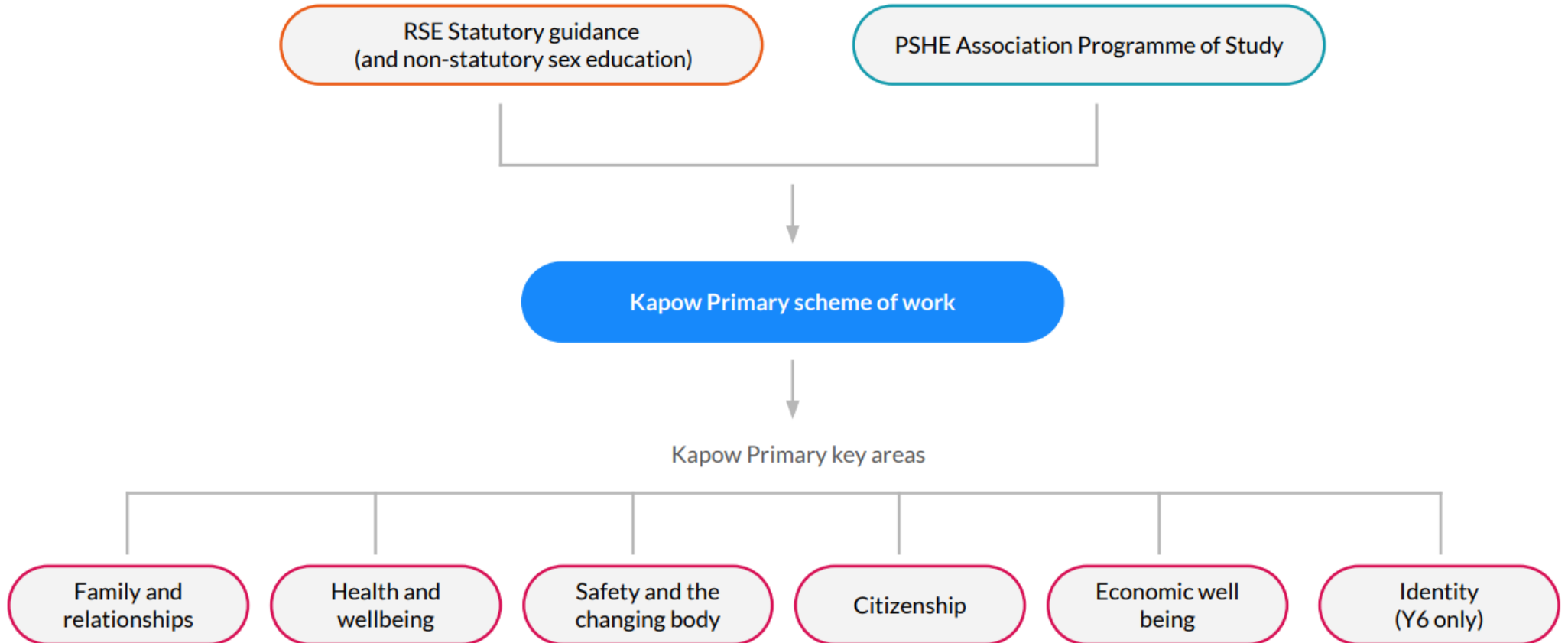
- Health and Wellbeing
- Relationships
- Living in the Wider World

These strands are revisited throughout the primary years with increasing depth and complexity. By the end of Year 6, pupils understand how to keep themselves safe, how to develop and maintain positive relationships, and how to take responsibility for their wellbeing and actions within school and the wider community.

The ambition of this curriculum is to ensure every child develops the knowledge, confidence and personal security needed to thrive academically, socially and emotionally.

Early Years Framework				
Strand	Early Years Statutory Framework: Educational Programme Personal, Social and Emotional Development	ELG Self-Regulation	ELG Managing self	ELG Building Relationships
Early Years	<i>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others</i>	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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. 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 13 • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs

How the curriculum is organised?



Family and Relationships				
	Family	Friendship	Respectful Relationships	Change and loss
Nursery substantive knowledge	To name and describe the different members of our families.	To know that others may feel differently to others.	Know some strategies to solve conflicts and rivalries.	
Nursery skills	Learning how to talk about our close family and who is part of it. Talk about who is special in our community.	Explore the emotions of myself and others.	Develop some strategies to help when fall outs.	
Reception substantive knowledge	To name and describe the different members of our families. To understand that all families are valuable and special.	To know that we share toys so that everyone feels involved and no one feels left out or upset.	To understand that different people like different things. To understand that all people are valuable. To know that it is important to help, listen and support others when working as a team. To know that it is important to tell the truth.	
Reception skills	Learning how to talk about our families and discussing why we love them. Talking about people that hold a special place in my life.	Developing strategies to help when sharing with others. Exploring what makes a good friend.	Thinking about what it means to be a valued person. Exploring the differences between us that make each person unique. Considering the perspectives and feelings of others. Learning to work as a member of a team. Developing listening skills.	
Reception sticky knowledge	Know that all families are valuable and special.	Know that we share toys so that everyone feels involved and no one feels left out or upset.	Know that we have rules to keep everything fair, safe and enjoyable for everyone. Know that we all have different beliefs and celebrate special times in different ways.	
Year 1 substantive knowledge	To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	
Year 1 sticky knowledge	To know family members look after each other by showing respect. To know that families have positive traits.	To know a good friend is someone you like to spend time with. To know what a positive characteristic is to friendship To know that other people may have different opinions to me. To know I can do things to help improve other's emotions.	To know a stereotype is when someone thinks all people who look the same or are in the same group must act the same way. To know some examples of a stereotype To know that not all stereotypes are correct	



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		<p>To know what people look like when they are feeling a certain way.</p> <p>know that I might have different feelings about being with some people</p> <p>To know that I can work with people even though I may not be friends with them</p> <p>To know that friendships can have problems and fall outs (Friendship Fallout)</p> <p>To know that you can still be friends with someone even if you have a disagreement</p> <p>To know some strategies to help solve friendship disagreements</p> <p>To know that I might need an adult to help solve a problem</p> <p>To know the difference between a friend and friendly behaviour</p> <p>To know what friendly behaviour is</p>	<p>To know that a stereotype can be challenged</p>	
Year 1 fingertip knowledge		<p>To know who my friends are</p> <p>To know some skills needed to work with other people</p> <p>To know how being unfriendly can affect other people</p> <p>To know how being unfriendly can affect other people</p>		
Year 1 skills	<p>Exploring how families are different to each other</p>	<p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p>	<p>Recognising how other people show their feelings. Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p>	
Year 2 Substantive knowledge	<p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p>	<p>To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.</p>	<p>To understand some ways people show their feelings.</p> <p>To understand what good manners are.</p> <p>To understand some stereotypes related to jobs.</p>	<p>To know that there are ways we can remember people or events.</p>
Year 2 sticky knowledge	<p>To know that family members care for each other in different ways.</p> <p>To know families are not all the same</p>	<p>To know that sometimes friendships aren't always positive serious than others</p>	<p>To know that manners are showing ways of kindness and respect (magnificent manners) To know how to show magnificent manners through polite words and actions.</p> <p>To know that gender stereotype is an idea about a boy or girl should do that is not always true or fair.</p>	<p>To know that memories are thoughts or feelings about people or places in the past.</p>



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			<p>To know how I can challenge these with examples by giving examples of any job boys and girls can do.</p> <p>To know that emotions can be shown on the outside</p>	
Year 2 fingertip knowledge	<p>To know that people outside your family, like teachers or friends, can also help and care for you.</p> <p>To know families can have different relations in them</p>	<p>To know there are a range of issues that can arise in friendships and some are more</p>	<p>To know how some emotions look different in different people</p> <p>To know when to use extremely good manners such as when meeting people or in special situations.</p> <p>To know that you might use different manners in different situations</p> <p>To know that gender stereotypes can be shown in different jobs</p>	<p>To know that remembering people or pets can be emotional</p> <p>To know different ways you can remember someone if they have gone e.g. talking about them, or keeping something special</p>
Year 2 skills	<p>Understanding ways to show respect for different families.</p> <p>Understanding that families offer love, care and support.</p>	<p>Understanding difficulties in friendships and discussing action that can be taken.</p>	<p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in different situations.</p>	<p>Exploring how loss and change can affect us.</p>
Year 3 substantive knowledge	<p>To know that I can talk to trusted adults or services such as Childline if I experience family problems.</p>	<p>To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event.</p> <p>To know that violence is never the right way to solve a friendship problem</p>	<p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>To know the signs of a good listener.</p> <p>To understand how to listen carefully and why listening is important.</p> <p>To understand that there are similarities and differences between people.</p> <p>To understand some stereotypes related to age.</p>	
Year 3 sticky knowledge	<p>To know that you families can still love each other and have problems</p>	<p>To know that it is normal to experience disagreements</p> <p>To know that bullying is when someone seeks to harm or upset someone on purpose</p> <p>To know that bullying is when the behaviour happens repeatedly</p> <p>To know that bullying can be towards one person or a group</p> <p>To know that a bully a can be one person or a group of people</p> <p>To know that bullying impacts a persons wellbeing and mental health</p>	<p>To know to be a good listener you give eye contact, respond positively, show interest in what they are saying, ask questions</p> <p>To know that trust is the belief in someone to do what they say they will</p> <p>To know that you should trust people who you have a relationship with</p> <p>To know that people's differences could be physical or around interests and personalities.</p> <p>To know that respect should be shown to everyone, not just someone you like or is the same as you</p> <p>To know that stereotypes are thoughts that a group of people are the same or share the same thoughts</p> <p>To know that stereotypes are formed from a range of factors e.g. age, gender, race</p>	

			<p>To know that it is illegal to treat people unfairly based on a protective characteristic</p> <p>To know that the equality act is a law which stops people being treated unfairly</p>	
Year 3 fingertip knowledge	To know that families can have differences when together		<p>To know that relationships can have problems when trust is broken</p> <p>To know that when respect isn't shown, it can affect people's mental health and wellbeing</p> <p>To know that someone's gender is whether they are a boy or girl</p> <p>To know that some toys create stereotypes because people think they should be for a boy or a girl when actually they can be played by anyone.</p> <p>To know that some toys create stereotypes because people think they should be for a boy or a girl when actually they can be played by anyone.</p>	
Year 3 skills	Learning that problems can occur in families and that there is help available if needed.	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	Identifying who I can trust. Learning about the effects of non verbal communication. Exploring the negative impact of stereotyping.	
Year 4 substantive knowledge	To know that families are varied in the UK and across the world.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.
Year 4 sticky knowledge	To know families in other countries have similarities and differences.	To know the role a bystander can play in stopping bullying. -Know that if they see bullying they should tell a trusted adult, seek immediate help for the victim, not do what the bully asks. To know physical boundary is how much space we like around us.	To know ideas of how behaviour can lead to others happiness. To know some examples of gender stereotypes in society, e.g. males like adventure, are brave and get into trouble and females look after others and are kind. To know people's disabilities will have different impacts on them and people should never make assumptions about what someone can or cannot do.	To know people who have experienced a loss, the death of someone close to them is called bereavement.
Year 4 fingertip knowledge	To know expectations for manners change in different situations. To know that no country will have only one type of family	To know we should always listen when someone says 'no,' 'stop,' or shows discomfort because that is a sign that we have crossed their personal boundaries	To know disabilities are not always visible. To know it is important to make things accessible for everyone	To know people who experience bereavement will feel sadness, anger and guilt. To know someone experiencing bereavement might show their feelings (crying, shouting, quiet)

Year 4 skills	Using respectful language to discuss different families.	Exploring physical and emotional boundaries in friendships.	Exploring how my actions and behaviour can affect other people.	Discussing how to help someone who has experienced a bereavement.
Year 5 substantive knowledge	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability	
Year 5 sticky knowledge	To know marriage is formal and legal commitment between two people, intended to be lifelong. Know not everyone will experience positive things in a family. To know sometimes families can make children feel unsafe or unhappy.	To know I can be a good friend to someone by being kind, supportive and trustworthy. To know friends play a crucial role in supporting our wellbeing. To know friendships have ups and downs. To know bullying stems from low self-esteem, learned behaviours, need for control or peer pressure.	To know showing self-respect is simply taking care of themselves and their bodies. To know self-talk is a way to talk positive to themselves using an inner voice. To know self-care is how a person cares for themselves. To know that gender should not be an issue and that men and women should have the same opportunities and rights today. To know that stereotypes often pick one element as representing an entire group.	
Year 5 fingertip knowledge	To know marriage and weddings are different in different cultures. To know when getting married some people decide to have a religious ceremony and some do not. To know that marriage is an individual choice	To know that friendship will cause problems and I'll have to find ways to solve these problems independently. To know friendship can sometimes be strengthened after a problem occurs	To know that stereotypes have developed and that there have been different attitudes toward males and females throughout history. To know stereotypes show an incomplete picture or single viewpoint. To know that the online world amplifies stereotypes.	
Year 5 skills	Identifying ways families might make children feel unhappy or unsafe.	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect).	
Year 6 substantive knowledge		To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.	To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.
Year 6 sticky knowledge		To know different strategies to manage conflict e.g. listen respectfully to each other, see things from their perspective and reach a compromise.	To know respect can be lost through change of behaviour to you or others or finding out something about a person you don't like. To know respect is an important part of a relationship.	To know lost and grief can cause a range of emotions To know the feelings we go through when someone dies is called grief.

			To know stereotypes can influence us without us realising. To know a range of stereotypes can lead to bullying.	
Year 6 fingertip knowledge			To know respectful behaviour doesn't mean letting others make decisions for you. To know respect behaviour can come across as passive To know as people age they can make changes	To know we can also experience grief as a result of other losses, such as someone not living with us anymore. To know talking to family members, school staff or agencies such as Childline can help us deal with grief
Year 6 skills		Identifying ways to resolve conflict through negotiation and compromise.	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	Exploring the process of grief and understanding that it is different for different people

Health and Wellbeing

	Health and prevention	Physical health and wellbeing	Mental wellbeing
Nursery substantive knowledge	To know being healthy means taking care of our body. To know we look after our bodies by keeping our teeth clean. To know some foods help our bodies grow. To know we choose the right things to help us to do a job. To know some basic things that can help our health and wellbeing.		To know people have their own feelings which can be different from my own. To understand this helps us play and get along with others.
Nursery sticky knowledge	To know what healthy means. To know that toothbrushing is a healthy choice. To know some foods are healthy and good for our bodies. To know which resources to use for a purpose such as a toothbrush.		To know others feel different to them.
Nursery skills	Develop brushing skills using a tooth brush. Follow simple steps in a routine. Listen and follow instructions about keeping clean. Make simple choices about food such as at snack time.		Notice feelings in themselves. Recognise feelings in others using faces, voices and actions. Talk about feelings using simple words.
Reception substantive knowledge	To know that having a naturally colourful diet is one way to try and eat healthily,	To know that exercise means moving our body and is important. To know that yoga can help our bodies and minds relax,	To name some different feelings and emotions. To know that I am a valuable individual. To know that facial expressions can give us clues as to how a person is feeling. To know that I can learn from my mistakes. To know some strategies to calm down.
Reception sticky knowledge	Know the name of some things can help our health and wellbeing (sensible amount of screen time, having good sleep routine, being a safe pedestrian)	To know some exercises means moving our body and is important.	Know and describe some different feelings and emotions . Know that facial expressions can give us a clue as to how a person is feeling. Know that I can learn from my mistakes. Know that taking a break and moving away can calm me down.

Reception skills	Discussing ways that we can take care of ourselves.	Exploring how exercise affects different parts of the body.	Identifying how characters within a story may be feeling. Identifying and expressing my own feelings. Exploring coping strategies to help regulate emotions. Exploring different facial expressions and identifying the different feelings they can represent. Exploring ways to moderate behaviour, socially and emotionally. Coping with challenge when problem solving.
Year 1 substantive knowledge	To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.	To know that sleep helps my body to repair itself, to grow and restores my energy.	To know that strengths are things we are good at. To know that qualities describe what we are like. To know the words to describe some positive and negative emotions.
Year 1 sticky knowledge	know germs are tiny things that can make us poorly. know why germs can be unhealthy for us know why washing hands can prevent germs know why sunshine can be good for us know why the sunshine can be dangerous and too much sun can hurt our skin and eyes know how basic ways to keep safe in the sun (sun cream and sunglasses) know an allergy is when someone's body doesn't like something and it makes them feel poorly.	know why sleep is important know relaxing means letting your body and mind be calm	know what might cause different feelings know different ways to respond to different feelings know what a strength can be know that people can have different strengths know that you can improve in things
Year 1 fingertip knowledge	know how to wash hands properly (wet hands, add soap, rub for 20 seconds, clean everywhere, rinse, dry know that it might look different in different people know people can be allergic to different things know what to do if someone has an allergic reaction know some occupations can keep us healthy	know that things can affect the quality of sleep know how to get ready for sleep know I can do different things to relax know that people can relax in different ways know tensing means tightening muscles	
Year 1 skills	Learning how to wash my hands properly. Learning how to deal with an allergic reaction.	Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health.	Identifying personal strengths and qualities. Identifying different ways to manage feelings.
Year 2 substantive knowledge	To know that food and drinks with lots of sugar are bad for our teeth.	To explain the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax.	To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them.
Year 2 sticky knowledge		know what exercise is know why it is important for my body	know how emotions are linked to the five point sale know goal is something you can achieve. know what resilience is (ability to bounce back)
Year 2 fingertip knowledge	know how food and drink can affect my teeth know that brushing twice a day with a fluoride toothpaste is essential for good oral hygiene (developing independence)	know a range of different activities that I find fun know what happens to my body when I exercise know that physical activity can help keep my mind healthy too	know that different scenarios can make people feel differently know you can feel more than one feeling in a situation



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		<p>know how relaxation helps my body and mind</p> <p>know different breathing techniques</p> <p>know when breathing techniques might help me</p> <p>know that goals can be broken down into smaller steps</p> <p>know why you need to be resilient when working towards a goal</p> <p>know that failing isn't the end of the process</p> <p>know how finding something difficult can make me feel</p>	
Year 2 skills	Exploring the effect that food and drink can have on my teeth.	<p>Exploring some of the benefits of exercise on body and mind.</p> <p>Exploring some of the benefits of a healthy balanced diet.</p> <p>Suggesting how to improve an unbalanced meal.</p> <p>Learning breathing exercises to aid relaxation.</p>	<p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p> <p>Identifying personal goals and how to work towards them.</p> <p>Exploring the need for perseverance and developing a growth mindset.</p> <p>Developing an understanding of self respect.</p>
Year 3 substantive knowledge		<p>To understand the positive impact relaxation can have on the body.</p> <p>To know the different food groups and how much of each of them we should have to have a balanced diet</p>	<p>To understand the importance of belonging.</p> <p>To understand what being lonely means and that it is not the same as being alone.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p>
Year 3 sticky knowledge		<p>know that the food we eat gives us energy</p> <p>know rest and exercise are important to keep me healthy.</p>	<p>know relaxation is an important tool to improve mental health</p> <p>know my identity is who I am and what I like/dislike</p> <p>know that strength is something you are good at</p> <p>know that consent is giving permission</p> <p>know personal boundaries are set to keep yourself and everyone safe and happy</p> <p>know that to give consent is a personal choice</p>
Year 3 fingertip knowledge		<p>know relaxation can help to repair your body, improve memory, restore energy, stay calm and learn and concentrate better.</p> <p>know stretches can help muscles become less tense and relaxed</p>	<p>know different groups I attend form part of my identity</p> <p>know that people that belong to the same groups can have differences</p> <p>know that our strengths can help others</p> <p>know that people's strengths can be different</p> <p>know that breaking down goals into smaller steps can help achieve it</p>
Year 3 skills		<p>Learning stretches which can be used for relaxation.</p> <p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p>	<p>Exploring my own identity through the groups I belong to.</p> <p>Identifying my strengths and exploring how I use them to help others.</p> <p>Being able to breakdown a problem into smaller parts to overcome it.</p>
Year 4 substantive knowledge		<p>To know that visualisation means creating an image in our heads.</p>	<p>To know that different job roles need different skills and so some roles may suit me more than others.</p> <p>To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>To understand that mistakes can help us to learn.</p>



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			To know who can help if we are worried about our own or other people's mental health.
Year 4 sticky knowledge			<p>Know when feeling anxious, angry or upset, it is common for people to focus on worrying about the worst case scenario.</p> <p>Know the only bad mistake is one we learn nothing from.</p> <p>Know skills I am good at which could relate to future job aspirations e.g. talking to people, listening, being confident</p> <p>Know people can take action to affect their own happiness.</p> <p>Know there are strategies people can use to regulate their emotions.</p> <p>Know everyone experiences a range of feelings, some that feel easy and others that feel more challenging.</p> <p>Know that it is okay not to feel happy all the time.</p> <p>Know talking about our feelings can be a helpful way to manage them.</p> <p>Know mental health refers to feelings and emotions.</p> <p>Know if they are struggling with their mental health, they can talk to someone they trust at home, an adult in school, medical experts such as doctors, or organisations such as Childline.</p>
Year 4 fingertip knowledge		Know visualisation works by shifting that focus onto peaceful, calming images, making it easier to relax.	<p>Know mistakes all offer a lesson.</p> <p>Know it is a hugely useful skill to be able to accept the uncomfortable feeling that comes with making a mistake and learn from the experience.</p> <p>Know people can control some things but not others.</p> <p>Know talking to family or friends helps people feel better emotionally.</p>
Year 4 skills		<p>Identifying what makes me feel calm and relaxed.</p> <p>Learning visualisation as a tool to aid relaxation.</p>	<p>Exploring how my skills can be used to undertake certain jobs.</p> <p>Explore ways we can make ourselves feel happy or happier.</p> <p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p>
Year 5 substantive knowledge	To understand the risks of sun exposure.	<p>To know that relaxation stretches can help us to relax and de-stress.</p> <p>To know that what we do before bed can affect our sleep quality.</p>	<p>To understand what can cause stress.</p> <p>To understand that failure is an important part of success.</p>
Year 5 sticky knowledge	Being out in the sun too long can cause sunburn and skin damage.	Know and name some symptoms that are caused through lack of sleep e.g. poor concentration, lack of energy, changes in mood.	Know being assertive with others can support them to manage their feelings.
Year 5 fingertip knowledge	Know a moderate amount of sun is good for us as it can boost happiness.	Know yoga and meditation is a form of relaxation.	<p>Know failure can feel uncomfortable.</p> <p>Know failure is part of success.</p>

	Know the sun helps our bodies make Vitamin D Know how to manage sunburn risks e.g. putting on a T-shirt, sun cream, hat, glasses and seeking shade	Know it is better to practice relaxation techniques regularly. Know there are two types of sleep: REM and non REM sleep. Know lack of sleep could affect heart, kidney, blood pressure longer term. Know some tips to help with sleeping e.g. room temperature, avoid devices, bedtime routine, avoiding large meal and exercise before bed	Know being resilient is a strategy that can help with failure. Know long term goals can be broken down into short term goals. -Know goals should be SMART.
Year 5 skills	Developing independence for protecting myself in the sun.	Understanding the relationship between stress and relaxation. Developing greater responsibility for ensuring good quality sleep.	Taking responsibility for my own feelings.
Year 6 substantive knowledge	To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).
Year 6 sticky knowledge	Know ways of preventing others and myself from becoming ill e.g. regular handwashing, using and disposing tissues, keeping surfaces clean, maintaining good health, distancing if ill, coughing into elbow. Know short term illnesses include viruses such as colds and long term illnesses are those that might take longer for the body to recover. Know some signs of illness such as body sweats, stomach pains, frequent headaches. Know what someone should do if they notice changes in their body e.g. tell a trusted adult, stay hydrated, track changes	Know good habits can have positive consequences like feeling healthy or having more energy. Know bad habits can have negative consequences such as feeling tired or getting sick more often.	Know a range of relaxation strategies e.g. progressive muscle relaxation, laughter, visualization
Year 6 fingertip knowledge	Know vaccinations stop people from being ill when catching certain diseases. Know vaccines work by giving people very mild form of the disease which then means their body develops antibodies		Know mindfulness means focusing our attention on the present moment. Know a range of resilience strategies to deal with difficult situations e.g. thinking about when to ask for help, accepting what is and is not in their control, breaking down the issue into smaller steps, learning from mistakes, using relaxation techniques
Year 6 skills	Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.	Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle.	Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.
Safety and the changing body			
	Being safe (including online)	Drugs, alcohol, and tobacco	The changing adolescent body
			Basic first aid

Nursery substantive knowledge	To know technology needs to be used safely and carefully to look after ourselves and the equipment. To know we share technology fairly by taking turns so everyone has a chance to use it.			
Nursery sticky knowledge	Know care is needed when using technology. Know we take turns when using digital devices.			
Nursery skills	Use devices gently. Follow simple safety rules. Wait for a turn using visual cues or adult guidance. Share the devices with others.			
Reception substantive knowledge	To know that some rules are in place to keep us safe. To know how to behave safely on the pavement and when crossing roads with an adult.			
Reception sticky knowledge	Know the rules in the classroom and school community that keep me safe. Know how to behave safely on the pavement and when crossing the road with an adult. Know rules are there to keep everything fair, safe and enjoyable for everyone.			
Reception skills	Considering why it is important to follow rules. Exploring what it means to be a safe pedestrian.			
Year 1 substantive knowledge	To know how to respond to adults in a safe and familiar context. To know that some types of physical contact are never appropriate. To know what to do if I get lost. To know that a hazard is something which could cause an accident or injury.	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.		To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.
Year 1 sticky knowledge	know who works in school know the lanyard system in school and what it means know what to do if we are worried about a visitor in school know that we need to communicate to different adults in different ways know what to do if I am worried about what an adult says or does know what to do if I get lost	know what things are safe to go in my body and onto my body know why some things are unsafe for our bodies		know what an emergency is know when I would dial 999 and when I wouldn't know how to make an emergency phone call



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PSHE Key Knowledge Progression Document (KKP)

	<p>know the safest adults they can ask for help</p> <p>know what appropriate and inappropriate means</p> <p>know that some physical contact is never appropriate</p> <p>know that some physical contact is appropriate</p> <p>know what a hazard is</p> <p>know how to keep safe around these hazards</p> <p>know which jobs help keep us safe</p> <p>know what I can do to help these people</p> <p>keep me safe</p> <p>know what it means to get lost</p>			
Year 1 fingertip knowledge	<p>know that some people might feel differently about some physical contact</p> <p>Know that the way they talk to adults changes depending on the situation</p>	<p>know some hazards that can be found in the home</p>		<p>know why it is important to know my address</p>
Year 1 skills	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p>	<p>Learning what is and is not safe to put in or on our bodies.</p>		<p>Practising making an emergency phone call.</p>
Year 2 substantive knowledge	<p>To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p>	<p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p>	<p>To know the names of parts of my body including private parts.</p>	
Year 2 sticky knowledge	<p>know what a surprise is</p> <p>know what a secret is</p> <p>know what private means</p> <p>know my private parts belong to me</p> <p>know rules about private parts</p> <p>know who I can talk to if I feel worried or uncomfortable</p> <p>know how to tell somebody to stop when you feel uncomfortable</p> <p>know what an uncomfortable situation is and how it might make us feel</p> <p>know that I can choose what happens with my body</p> <p>know what permission is and when to give it</p>	<p>know what medicine is and how it can help</p> <p>know that medicine should only be taken with an adult</p>	<p>know the names of the private parts of the body</p> <p>know why I should use the correct names of our private parts</p>	



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PSHE Key Knowledge Progression Document (KKP)

	<p>know that you can give permission and take it away when I choose</p> <p>know when I need to ask permission from someone</p> <p>know some rules when near roads</p> <p>know rules on how to cross the road safely</p> <p>know the dangers that can happen when near roads and traffic</p>			
Year 2 fingertip knowledge	<p>know how a secret and surprise can make us feel</p>	<p>know when medicine might be used</p>		
Year 2 skills	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p>	<p>Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.</p>		
Year 3 substantive knowledge	<p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the signs that an email might be fake.</p> <p>To know the rules for being safe near roads.</p>	<p>To understand that other people can influence our choices.</p>		<p>To know that bites or stings can sometimes cause an allergic reaction.</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p>
Year 3 sticky knowledge	<p>know that an email is a message sent digitally</p> <p>know that cyberbullying is when bullying occurs online not face to face</p> <p>know that road safety rules apply when near a railway line too</p>	<p>know that a choice is choosing between two or more possibilities</p> <p>know that an influence is something that has an effect on you or your decisions</p>		<p>know that an emergency is when you need immediate help</p> <p>know that you dial 999 to call the emergency services</p> <p>know that it is safe to give personal details to the operator</p> <p>know that people can be allergic to certain insect's bites or stings</p> <p>know that an anaphylactic shock is a severe allergic reaction which affects the airways</p> <p>know to treat a sting you should reassure patient, pull out the sting, raise affected area, keep a cold compress on for 10 mins and call 999 if they have a severe reaction</p>
Year 3 fingertip knowledge	<p>know that body language and tone of voice helps us understand the meaning of a message</p> <p>know that tone of voice and body language cannot be used in an email</p>	<p>know that some choices are made for us</p> <p>know that people, places, objects and interests can influence decisions</p> <p>know that people we know and don't know can have influences on our decisions</p>		<p>know that the emergency services are made up of police, ambulance, fire and coastguard</p> <p>know that insects pass on poisons when biting or stinging you</p> <p>know that the operator is the person who answers the call and organizes help.</p>

<p>Year 3 skills</p>	<p>Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content.</p>	<p>Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make</p>		<p>Learning what to do in a medical emergency, including calling the emergency services.</p>
<p>Year 4 substantive knowledge</p>	<p>To understand that there are risks to sharing things online. To know the difference between private and public.</p>	<p>To understand the risks associated with smoking tobacco.</p>	<p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p>	<p>To know that asthma is a condition which causes the airways to narrow.</p>
<p>Year 4 sticky knowledge</p>	<p>Know 13 is the digital age of consent in the UK. Know digital consent means a giving permission for a company to gather your personal data. Know to ask permission before posting a picture or video of someone online. Know private means things we don't tell other people and things we would not do if there was lots of people around. -Know that keeping a secret is not the same as keeping something private. Know the difference between an opinion, belief and fact and give examples of how and where they might be shared online. Know how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or scared.</p>	<p>Know tobacco is a drug found in cigarettes. Know e-cigarettes (vaping) is believed to be less harmful than cigarettes as there's less chemicals. Know smoking and vaping are negative health choices.</p>	<p>Know when I turn to an adult I will have basic physical changes e.g. Men – height, shoulders are broader, chest is broader Female – height, waist is narrower, hips are wider Know when I grow older the things I do will change e.g. learning to drive, get a job, decide how to spend money. -Know the process from changing from a child to an adult is called puberty and is caused by hormones in our body. Know when men go through puberty, their penis and testicles grow larger, they grow hair on arms, legs, faces, chest and under arms and around their gentiles, their voice gets deeper. Know when woman go through puberty, they develop breasts, hair under arms and around vulva,</p>	<p>Know asthma is a common lung condition that causes occasional breathing problems.</p>
<p>Year 4 fingertip knowledge</p>	<p>Know if you are under 13 you need a parent to give consent. Know the Children's code means companies must also do lots of others thing to protect children's privacy online. Know when a child makes a new account it must be private and not use location tracking Know posting a video or image without permission may make someone embarrassed. Know that going viral can be a positive and a negative experience depending on the content</p>	<p>Know it is illegal to buy tobacco under the age of 18. Know it is illegal to smoke in public places that are enclosed. Know some negative effects of smoking e.g. smelly clothes and breath, damage to lungs, expense, stained teet</p>		<p>Know asthma affects all ages and usually starts at childhood. Know there is no cure, Know people who have asthma use an inhaler to help them breathe. Know an asthma attack is when the muscles of the air passage in the lung go into spasm</p>

PSHE Key Knowledge Progression Document (KKP)

	<p>Know public means things people can see.</p> <p>Know some examples of public and private activities e.g. sleeping, your password.</p> <p>Know why private things are private e.g. to keep us safe, so lots of people don't see parts of our body, rules or laws</p> <p>Know how to analyse information to make a judgement about probable accuracy.</p> <p>Know why it is important to make my own decisions regarding content and my decisions are respected by others</p>			
Year 4 skills	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p>	Discussing the benefits of being a non-smoker.	Discussing some physical and emotional changes during puberty.	Learning how to help someone who is having an asthma attack.
Year 5 substantive knowledge			<p>To understand the process of the menstrual cycle.</p> <p>To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>To know that puberty happens at different ages for different people.</p>	To know how to assess a casualty's condition.
Year 5 sticky knowledge			<p>Know and label female external reproductive body parts: labia, urethra, vaginal opening, vulva and clitoris.</p> <p>Know and label female internal reproductive organs: cervix, fallopian tube, ovary, uterus, vagina.</p> <p>Know and label male internal reproductive organs: bladder, penis, sperm duct, testicle, urethra</p> <p>Know the process of the menstrual cycle.</p> <p>Know sanitary pads, tampons, menstrual cups and period pants are all period products.</p>	<p>Know when someone is bleeding, you should apply pressure to the wound, find an adult to help, call the emergency services if needed.</p> <p>-Know if someone injures their head, you should help the casualty rest and be comfortable, find an adult to help, apply a cold compress, monitor the casualty.</p>
Year 5 fingertip knowledge			<p>Know periods usually start between the ages of 9 to 13.</p> <p>Know during a period, girls might feel tired, have stomach aches or feel emotional.</p> <p>Know during puberty, levels of certain hormones increase.</p>	

			-Know this surge in hormones can affect the brain which can result in children finding it difficult to control emotions.	
Year 5 skills			Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.	Learning about how to help someone who is bleeding.
Year 6 substantive knowledge	To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.	To understand the risks associated with drinking alcohol.	To understand how a baby is conceived and develops.	To know how to conduct a primary survey (using DRABC).
Year 6 sticky knowledge	Know some online information can be opinion. Know that some people may present opinions as facts online and does not make it true, fair or perhaps even legal. Know how to respect boundaries regarding what is shared about people online. -Know how to support somebody if they feel they have been disrespected online e.g. tell a trusted adult.	Know alcohol is a drug some adults wish to drink. Know the effects of drinking alcohol in excess e.g. being drunk, having accidents, headaches, liver damage and addiction.	Know that the age at which you can legally have intercourse in this country is 16 and this law is designed to protect us. Know how a baby is conceived. Know that contraception can prevent pregnancy and know some examples s.g. Pill or condom. Know a baby develops in a woman's womb over 9 months.	Know signs and symptoms of someone choking e.g. unable to cough or speak, gasping, red face Know how to administer first aid to someone choking e.g. encourage coughing, use five sharp back blows, give abdominal thrusts, call 999. Know how to conduct a primary survey. Know how to place an unresponsive casualty, who is breathing normally, into the recovery position.
Year 6 fingertip knowledge		Know not all adults choose to drink alcohol due to reasons such as religion and health.	Know that during the first trimester, a baby's vital organs, including the heart, brain, and spinal cord, begin forming, and by the end of 12 weeks, the fetus has a fully developed face, limbs, and the ability to move. Know that in the second trimester, the baby grows rapidly, developing stronger bones, fingerprints, and the ability to hear sounds, while movements become more noticeable as the nervous system matures. Know that in the third trimester, the baby gains weight, its lungs fully develop for breathing, and by 37 weeks, it is considered full-term and ready for birth, usually positioning itself head-down in the womb	Know how to recognise when and how to deliver CPR to an unresponsive casualty who is not breathing normally
Year 6 skills	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems.	Discussing the reasons why adults may or may not drink alcohol.	Discussing problems which might be encountered during puberty and using knowledge to help.	Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.
Citizenship / Growing up in Gainsborough				
Nursery sticky knowledge	To know the rules, expectations, and routines of the school day.			



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PSHE Key Knowledge Progression Document (KKP)

	To know that following rules is important.
Reception substantive knowledge	To know that we have rules to keep everything fair, safe and enjoyable for everyone. To understand that we all have similarities and differences and that make us special. To know that we all have different beliefs and celebrate special times in different ways.
Reception sticky knowledge	To know that some rules are in place to keep us safe in the community. To know how to behave safely on the pavement and when crossing roads with an adult. To know we have and follow routines especially at bedtime.
Reception skills	Beginning to understand why rules are important in school.
Year 1 substantive knowledge	To know the rules in school. To know that different pets have different needs. To understand the needs of younger children and that these change over time. To know that voting is a fair way to make a decision. To understand that people are all different and that this is a good thing.
Year 1 sticky knowledge	Know some rules in school Know why we have rules in school Know what happens if we don't follow the rules Know some needs a pet animal has Know that babies and young children have needs Know what unique means Know what might be the same or different about people Know what belonging means Know some groups that I belong to Know what a vote means
Year 1 fingertip knowledge	Know that some pets might not be suitable for some people Know how to look after a pet Know how I can help take care of babies and young children Know some groups we choose to belong to and some are chosen for you Know that people belong to different group Know how voting works Know why voting is fair
Year 1 skills	Recognising why rules are necessary and the consequences of not following rules. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.
Year 2 substantive knowledge	To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To know some of the jobs people do to look after the environment in school and the local community. To understand how democracy works in school through the school council. To understand that different groups of people make different contributions to the community.
Year 2 sticky knowledge	Know different places have different rules Know that I can make a difference to the school environment Know that the environment is what is around them Know that the environment will not be as nice if it is not looked after Know that the community is made up of people who live and work in an area Know that democracy is when a group of people have a say in how things are run Know that an opinion is what you think or feel about something Know that people can be the same or different



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PSHE Key Knowledge Progression Document (KKP)

	<p>Know that we should respect everyone's opinion.</p>
Year 2 fingertip knowledge	<p>Know why rules in different places are important</p> <p>Know who makes rules and why</p> <p>Know that some people have jobs that look after the environment.</p> <p>Know that different parts of the environment need looking after by different people</p> <p>Know that some people work in a community</p> <p>Know that volunteers help in a community but do not get paid</p> <p>Know that the school council is a democracy</p> <p>Know that the school council can make some decisions about school</p> <p>Know that an opinion is a personal thing</p>
Year 2 skills	<p>Explaining why rules are in place in different settings.</p> <p>Identifying positives and negatives about the school environment.</p> <p>Learning how to discuss issues of concern to me.</p> <p>Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>
Year 3 substantive knowledge	<p>To understand the UN Convention on the Rights of the Child.</p> <p>To understand how recycling can have a positive impact on the environment.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand some of the consequences of breaking rules.</p> <p>To understand the role of charities in the community.</p>
Year 3 sticky knowledge	<p>Know that rights are an entitlement to something</p> <p>Know that everyone, even children, have certain rights</p> <p>Know that responsibilities are a duty to deal with something</p> <p>Know that environment is the area and condition we live in</p> <p>Know that recycling is converting waste products into reusable products</p> <p>Know a charity provides help and raises money for people in need</p> <p>Know anti social behaviour means causing distress to somebody that lives in a different household.</p> <p>Know that anti social behaviour could result in gaining a criminal record.</p>
Year 3 fingertip knowledge	<p>Know the United Nations are an organisation where people can express views and take action</p> <p>Know that the convention affects children from around the world</p> <p>Know that most countries have signed up to follow it</p> <p>Know that adults have a responsibility to help children have their rights</p> <p>Know that recycled materials can be recycled over and over again</p> <p>Know that recycling can reduce waste, save energy and trees</p> <p>Know that only certain materials can be recycled</p> <p>Know that community groups in Gainsborough can cover lots of different interests</p> <p>Know that buildings in the community can hold different groups</p> <p>Know and make charities in Gainsborough can help people locally.</p>
Year 3 skills	<p>Exploring how children's rights help them and other children.</p>



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PSHE Key Knowledge Progression Document (KKP)

	<p>Considering the responsibilities that adults and children have to maintain children's rights. Discussing ways we can make a difference to recycling rates at home/school. Identifying local community groups and discussing how these support the community.</p>
Year 4 substantive knowledge	<p>To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that reusing items is of benefit to the environment. To understand that councillors have to balance looking after local residents and the needs of the council. To know that there are a number of groups which make up the local community.</p>
Year 4 sticky knowledge	<p>Know that everyone has human rights. Know the best thing for the environment is to reduce the amount of things we use that will produce waste. Know a community is made up of lots of diverse groups. Know it is healthy to live in a diverse community.</p>
Year 4 fingertip knowledge	<p>Know there are people in authority who protect our human rights e.g. police, judges, politicians Know examples of how the Gainsborough community reuses resources e.g. taking items to a charity shop Know some groups in Gainsborough that make a contribution. Know the Gainsborough community is represented by mainly Christians but there are minority groups represented by Buddhists, Hindus, Jews and Muslims. Know the most popular ethnic community in the ward is White, Chinese and Caribbean Know a local councillor is someone who helps make your town or area a better place to live by listening to what people in the community need. Know people can talk to their local councillor by writing a letter or email or going to a meeting where the councillor talks to people. Know in Gainsborough, a local councillor might help with making sure streets are clean and free of litter, making busses and transport better, looking after places like parks and nature areas.</p>
Year 4 skills	<p>Discussing how we can help to protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.</p>
Year 5 substantive knowledge	<p>To know what happens when someone breaks the law. To understand the waste hierarchy. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p>
Year 5 sticky knowledge	<p>Know law is a complex collection of rules that apply to a country and affects what people can and can't do. Know each country has their own set of laws and their own consequences for breaking the law. Know a responsibility is something we should or must do. Know freedom of speech expression means we can say what we think and feel and share our opinions. Know Parliament is where important decisions are made.</p>
Year 5 fingertip knowledge	<p>Know how laws affect rules in school e.g. Attendance, health and safety, Know laws are decided and made in Parliament. Know some laws are referred to as crimes which are generally serious involving violence, risk of injury or theft. Know if someone breaks the law, police may stop and question them. If the crime is more serious police may arrest and charge the person. Know they could end up at magistrates court if the crime is less serious, but will end up at crown court if the crime is serious. Know if the jury find the convict guilty, the court can fine them, make them do community service or send to prison Know we have a responsibility that we neither do nor say that something that might restrict other people's rights. Know one person's rights should not affect another person's rights Know and name some people that have contributed to Gainsborough. Know people are valued for their contributions through thanks, awards received, coverage in the media Know Keep Britain Tidy is a pressure group that was started in 1960 to try and stop litter.</p>



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PSHE Key Knowledge Progression Document (KKP)

	<p>Know a pressure group is one way that we can make changes to things we care about.</p> <p>Know and name some pressure groups that collaborate with Gainsborough e.g. Friends of the Earth</p> <p>Know it's made up of two parts: House of Commons and House of Lords.</p> <p>Know the Prime Minister is the leader of the government and they are chosen from the party with the most MPs.</p> <p>Know in order to be an MP, you need good listening skills, confidence, honesty, and to be a team player</p>
Year 5 skills	<p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p> <p>Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Identifying ways people can bring about change in society.</p>
Year 6 substantive knowledge	<p>To know that education is an important human right.</p> <p>To know that our food choices can affect the environment.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors.</p>
Year 6 sticky knowledge	<p>Know human rights are there to protect people.</p> <p>Know I have responsibility for other people and living things.</p> <p>Know responsibility is sometimes shared (for example, with parents and siblings) but sometimes we might have full responsibility.</p> <p>Know being prejudice is making assumptions about someone based on certain information.</p> <p>Know discrimination is treating someone differently because of certain factors.</p> <p>Know we can tackle prejudice and discrimination by standing up for yourself, standing up for others, challenging in a peaceful way and having courage.</p> <p>Know at a general election everyone over the age of 18 votes for a person they want to be their MP.</p> <p>Know the government is led by a Prime Minister who lives at 10 Downing Street.</p>
Year 6 fingertip knowledge	<p>Know in this country, every child has the opportunity to a free education up to the age of 18. After this education is still available, some free and some paid for.</p> <p>Know in some countries, the situation is different, and children leave school at a younger age or might not go to school at all</p> <p>Know environmental issues relating to food miles and seasonality, use of land and chemicals, care for animals, food waste and packaging and fair trade.</p> <p>Know there will be things that we care about that we perhaps do not come across every day.</p> <p>Know it is not just people and pets that we care about, but also things.</p> <p>Know the contribution that people with protected characteristics bring to society e.g. West Lindsey LGBTQ+ group and Gainsborough Pride.</p> <p>Know the Prime Minister chooses ministers who are responsible for things such as Education or Health.</p> <p>Know the Prime Minister and Ministers make up a cabinet who meet every week to make decisions.</p> <p>Know the MPs in Parliament vote to decide if policies will become law</p>
Year 6 skills	<p>Learning about environmental issues relating to food.</p> <p>Discussing how education and other human rights protect us.</p> <p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>
Economic Wellbeing	
Year 1 substantive knowledge	<p>To know that people use money to buy things, including things they need and things they want.</p> <p>To know that coins and notes are types of money and have different values.</p> <p>To know that notes are higher in value than coins.</p> <p>To know that it is wrong to steal money.</p>



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PSHE Key Knowledge Progression Document (KKP)

	<p>To know that money is valuable and needs to be looked after.</p> <p>To know that money should be stored in a safe place to keep it secure and should not be displayed in public places.</p> <p>To know that they should not show or give money to strangers.</p> <p>To know that they can ask adults they know and trust about money and where to store it safely.</p> <p>To know that banks are places where we can store our money.</p> <p>To know adults have jobs to help others and to earn money.</p> <p>To know that skills are things that we can do well and that everyone has different skills.</p> <p>To know that different jobs need different skills.</p>
Year 1 sticky knowledge	<p>know what we use money for.</p> <p>know stealing money is wrong.</p> <p>know why it is important to keep cash safe.</p> <p>know what a bank is and what it does</p> <p>know that people spend money on different things</p>
Year 1 fingertip knowledge	<p>know how children might get money</p> <p>know what to do if you find money</p> <p>know different ways to keep cash safe</p> <p>know why people put money in a savings account</p> <p>know some ways to keep money safe online</p> <p>know some reasons why people might choose to spend their money on certain things</p> <p>know that some people choose to save their money</p> <p>know different job roles in school</p> <p>know that each jobs has different skills and do different things in school</p>
Year 1 skills	<p>Exploring how money is used by people.</p> <p>Discussing how to keep money safe.</p> <p>Discussing what to do if we find money.</p> <p>Exploring choices people make about money.</p> <p>Developing an understanding of how banks work.</p> <p>Listening to descriptions of professions.</p> <p>Thinking about questions they would like to ask others about their job.</p> <p>Describing what different people do in their jobs.</p>
Year 2 substantive knowledge	<p>money by having a job.</p> <p>To know some basic needs for survival, such as food, water and shelter.</p> <p>To know that a bank account is like a special place in a bank that keeps money safe until it is needed.</p> <p>To know that a bank account card is like a special key that unlocks a bank account to access the money inside.</p> <p>To know that saving money is when we keep some money and don't spend it straight away.</p> <p>To know that it is important for workplaces to include a variety of people to bring different viewpoints and skills.</p>
Year 2 sticky knowledge	<p>know that money is what you get when you go to work</p> <p>know that needs are things that we need to survive.</p> <p>know that wants are things that we would like but we can live without them</p> <p>know that saving money means you do not spend all your money</p> <p>know that it is a banks job to keep your money safe</p> <p>know that different jobs require different skills</p>
Year 2 fingertip knowledge	<p>know that people can receive money through doing different things</p> <p>know that people might have different amounts of money</p> <p>know that money can be used as coins, notes or online through a bank account</p> <p>know that we should ensure we use our money on our needs before wants.</p> <p>know that wants and needs have different importance</p>



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	<p>know that you can keep your savings in different places</p> <p>know that savings are kept to be spent on something you want</p> <p>know that you can visit some banks in person but also online</p> <p>know that there are different banks you can sign up to.</p> <p>know that some people choose a job because they are interested in it</p> <p>know that some people have a job because they need a job, not because they are interested in it</p> <p>know that some people might be better at particular jobs than other people because of the skills they have</p>
Year 2 skills	<p>Explaining adult money sources.</p> <p>Identifying whether something is a want or need.</p> <p>Comparing and contrasting 'wants' and 'needs'.</p> <p>Identifying the main features of bank account cards.</p> <p>Exploring personal skills and talents.</p> <p>Exploring the reasons why people choose certain jobs.</p> <p>Identifying some ways to make an environment inclusive and fair.</p> <p>Reflecting on the importance of individuality and diversity.</p>
Year 3 substantive knowledge	<p>To know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets.</p> <p>To know that spending should be based on necessity, importance, and available budget.</p> <p>To know that budgeting is planning how to spend and save the money that you have available.</p> <p>To know that money can cause us to have positive and negative feelings.</p> <p>To know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet.</p> <p>To know that different jobs contribute to our society in different ways.</p> <p>To know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or other characteristics.</p> <p>To know that it is important to consider what they are good at and enjoy doing when choosing future careers.</p> <p>To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations.</p>
Year 3 sticky knowledge	<p>Know cash, debit and credit card, digital wallet and online banking are ways of paying for things.</p> <p>Know a budget means people must decide how to spend their money on what they need and want.</p> <p>Know everyone experiences a wide range of emotions when dealing with money-related situations.</p> <p>Know different factors such as needs and wants, price, quality of product and impact on the environment influences how people spend their money.</p> <p>Know many people do not have a single 'dream job' they aspire to when growing up.</p> <p>Know it is very common and normal for someone to be unsure about what job they might be interested in.</p> <p>Know anyone, regardless of gender, can aspire to and excel in any job.</p>
Year 3 fingertip knowledge	<p>Know the advantage of paying with cash are you can pay immediately, spend what you have, and you can keep it safe.</p> <p>Know the disadvantage of cash is it needs calculating and you can't use it online.</p> <p>Know the advantage of credit cards is you can shop and pay later and pay interest.</p> <p>Know the disadvantage of credit cards is you can get in debt easily.</p> <p>Know the advantage of digital wallet is it links to bank cards, easy to use and safe and protected.</p> <p>Know the advantage of online banking is it is easy to check your balance and move money but there is a risk to fraud.</p> <p>Know it is important to budget so that we can make thoughtful decisions about spending and saving money.</p> <p>Know job interests can vary greatly, from wanting to be an astronaut to a chef or multiple professions at once.</p> <p>Know what some people want to be now might be different in the future.</p> <p>Know it is important to find work you want to do which goes with your unique interests and skills.</p> <p>Know the ideal job is one that we feel happy to do and allows us to do something we are good at and enjoy.</p> <p>Know unique talents and interests should guide their career choices, not stereotypes.</p>
Year 3 skills	<p>Considering pros and cons of payment methods.</p> <p>Contemplating budgeting benefits.</p> <p>Planning and calculating within a budget.</p> <p>Discussing attitudes and feelings about money.</p>

	<p>Developing empathy in financial situations. Handling negative financial emotions. Making ethical spending decisions. Assessing impact of spending choices. Reflecting on future job based on goals. Challenging and understanding workplace stereotypes. Ranking factors influencing job choices.</p>
Year 4 substantive knowledge	<p>To know that getting value for money involves considering the cost, usefulness and quality of items. To know that purchases can be influenced by needs, wants, peer pressure, and advertising. To know that people often earn interest when they keep savings in a bank account. To know that earning interest is when the bank gives you some extra money as a reward for keeping your money with them. To know that people often change jobs or careers multiple times in their lives. To know that stereotypes can be made on age, gender, culture, ability and interest and hobbies.</p>
Year 4 sticky knowledge	<p>Know value for money means getting something that is worth the amount you paid. Know tracking money is important to reduce overspending, and know how much money can be spent/saved. Know regularly checking the amount of money you have can help notice if any is missing. Know and name some examples of things that can influence someone's career choices: hobbies and interests, family and friends, salary, education and skills</p>
Year 4 fingertip knowledge	<p>Know people have different views on what is good value for money because everyone has different needs and wants Know I can track money using online banking Know some people will have more than one job or career. -Know some people might change career to try something new or move to a different place. -Know changing careers can be a positive as it can help you to learn new things, meet new people and discover what you enjoy doing.</p>
Year 4 skills	<p>Recognising value for money. Understanding differing opinions on spending. Recognising how to track money spent and saved. Understanding reasons for using a bank. Exploring how to safeguard money effectively. Identifying influences on job choices. Understanding careers can change. Challenging workplace stereotypes.</p>
Year 5 substantive knowledge	<p>To know that being 'in debt' or 'having debt' means that you have spent more money than you have and owe money to others or the bank. To know the difference between money earned (income) and money spent (expenditure). To know that borrowing money, like loans or credit, involves the responsibility to pay it back with interest. To know that when a bank or someone lends you money, they may ask you to pay back more than what you borrowed. The extra amount is the interest, which is like a fee for using someone else's money. To know that they should be cautious about sharing financial information. To know that money can cause a range of emotions, from stress and anxiety when finances are tight, to happiness and excitement when they can afford something they want. To know that their educational choices and personal interests can play a significant role in determining their future career options and opportunities. To know that it is important to challenge work-related stereotypes to create a more inclusive and fair work environment.</p>
Year 5 sticky knowledge	<p>Know different types of income such as pocket money, gift money, salary, money from doing chores. Know different types of expenditure such as food and groceries, clothes, bills, entertainment. Know borrowing is when you take money with the promise to return it. Know a loan is when the bank gives you money and you must return with 'interest'. Know there are stereotypes in a workplace but they know these shouldn't stop them from considering any career in the future.</p>
Year 5 fingertip knowledge	<p>Know prioritising needs over wants can help make thoughtful decisions and stretch money further. Know it might not be a good idea to loan money if you cannot pay it back Know why it is important to consider skills and interests when thinking about a career e.g. better job satisfaction, more likely to succeed.</p>

Year 5 skills	<p>Discussing money risks and management. Making and prioritising budgets. Discussing money's role in career choices. Assessing loan and borrowing responsibilities and suitability. Implementing money safeguarding strategies. Navigating emotional implications in financial situations. Seeking guidance for financial dilemmas. Integrating factors to inform career decisions.</p>
Year 6 substantive knowledge	<p>To know that our emotions can be linked to money. To know an online scam is when someone uses the internet to trick or deceive people into giving away their money or personal information. To know that a secure password should have a combination of letters, numbers and special symbols and be kept secret from others. To know that gambling or betting is paying to play a game where you don't know if you will win more money or lose your money. To know that gambling can cause people to lose a lot of money and can be very addictive. To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way.</p>
Year 6 sticky knowledge	<p>Know there are things that influence feelings about money e.g. the amount you earn, spend and save, how your family deals with it, people's priorities change. Know sharing personal information can exploit fraud. Know gambling means you could lose money and it is not always easy to win back.</p>
Year 6 fingertip knowledge	<p>Know how feelings about money changes over time e.g. more financial commitments, Know fraudsters can use name, address or even share a password to steal money and commit crimes. Know some examples of how to safeguard money physical and digitally e.g. a safe, secure password, alert of phone Know gambling is risky because there is a big chance of losing. Know some examples of gambling e.g. betting, the lottery, slot machines. Know some consequences with gambling e.g. addictive behaviour, getting in debt, mental health issues. Know how someone can adopt a responsible attitude to gambling e.g. being aware of age limits, taking part for fun, restricting or avoiding gambling altogether Know different jobs have different routes into them. Know it is important to explore different career routes as it helps learn about various jobs, and it is helpful to know what education or training is needed for the future. Know a potential career route I may be interested in exploring further in the future.</p>
Year 6 skills	<p>Developing emotional intelligence related to financial matters. Applying coping strategies for managing financial emotions. Assessing risks in both physical and digital financial environments. Implementing safeguarding measures for money in real-world scenarios. Adapting to financial changes associated with transitioning to secondary school. Preparing personally for financial and career changes in secondary school. Identifying different forms of gambling and understanding their risks. Applying responsible gambling attitudes in real-world situations. Recognising various workplace environments and their characteristics. Identifying career options in multiple sectors. Evaluating the suitability of different career paths. Aligning career options with personal interests and strengths.</p>
Identity	
Year 6 knowledge	<p>To know that identity is the way we see ourselves and also how other people see us.</p>
Year 6 skills	<p>Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity.</p>



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Curriculum End of Year Points

PSHE – Curriculum End Goals

Curriculum End Points

The KKP's are the input to the curriculum. The curriculum end points are the output. Curriculum end points capture the knowledge, skills and understanding that children should have at the end of each year. They build progressively over time so that children leave Year 6 well-prepared for the next stage of education as competent and capable geographers.

For subject leaders, they provide a clear overview of the end of year expectations for each year group, which will support the planning and assessment of the curriculum.

For teachers, they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KKP's. They support teachers to plan activities that help to develop children as effective geographers. They should be used to check what children know and how well they can apply this knowledge across the curriculum.

For children, they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.

Year group	By the end of the year, children should be able to
Nursery	<ul style="list-style-type: none"> ● Recall the knowledge specified within the KKP for Nursery. ● Talk about their feelings and notice how others might be feeling. ● Share, take turns and begin solving small disagreements with simple strategies. ● Talk about who is special to them at home or in their community. ● Make simple choices that help them stay healthy (e.g., brushing teeth, choosing snacks). ● Follow basic rules to stay safe in school and when using simple technology.
Reception	<ul style="list-style-type: none"> ● Recall the knowledge specified within the KKP for Reception. ● Talk about their own family and recognise that families can be different. ● Use simple strategies to work as part of a team and resolve small conflicts. ● Identify and talk about different feelings using simple words or facial cues. ● Make choices that support their wellbeing (e.g., exercise, calming strategies, sleep routines). ● Follow rules that keep them and others safe in school and in the community.
Year 1	<ul style="list-style-type: none"> ● Recall the knowledge specified within the KKP for Year 1. ● Talk about what makes positive friendships and use simple strategies to solve fall-outs. ● Recognise and respond appropriately to different emotions in themselves and others.



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	<ul style="list-style-type: none">• Use simple hygiene, sun-safety and sleep routines that support health.• Identify safe and unsafe situations and know how to ask trusted adults for help.• Take part in simple decision-making (e.g., voting) and talk about groups they belong to.• Recognise coins/notes and talk about keeping money safe.
Year 2	<ul style="list-style-type: none">• Recall the knowledge specified within the KKP for Year 2.• Show respect for different families and recognise differences in how people show care.• Apply simple strategies to manage emotions and use calming techniques when needed.• Make healthy choices about food, exercise and looking after teeth.• Recognise unsafe online or offline situations and clearly say when something makes them uncomfortable.• Follow rules in the community and explain why they exist.• Identify needs vs wants and make simple decisions about spending and saving money.
Year 3	<ul style="list-style-type: none">• Recall the knowledge specified within the KKP for Year 3.• Apply strategies to solve friendship problems and recognise bullying, including online.• Demonstrate listening skills and begin to talk about trust in relationships.• Plan simple healthy lifestyle choices, including relaxation and balanced diet.• Make safe decisions online, including responding to unkind messages or fake content.• Identify influences on their choices and explain how they can make decisions that are right for them.• Take part in discussions about rights, responsibilities and caring for the environment.
Year 4	<ul style="list-style-type: none">• Recall the knowledge specified within the KKP for Year 4.• Discuss different types of families and friendships with respect and understanding.• Apply emotional regulation strategies in daily routines.



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	<ul style="list-style-type: none"> • Explain simple risks related to smoking, vaping and online sharing, and make safe choices. • Recognise the physical and emotional changes of growing up and ask for help when needed. • Identify ways to reuse materials and contribute positively to their local community. • Talk about skills they have and how these might link to future interests or jobs.
<p>Year 5</p>	<ul style="list-style-type: none"> • Recall the knowledge specified within the KKP for Year 5. • Discuss how friendships change and apply strategies to resolve more complex conflicts. • Use strategies to manage stress, improve sleep and maintain a healthy lifestyle. • Recognise unsafe or misleading information online and take appropriate action. • Talk confidently about puberty, including emotional and physical changes, using correct vocabulary. • Explain rights and responsibilities within school and community settings. • Make thoughtful decisions about spending, borrowing and keeping money safe.
<p>Year 6</p>	<ul style="list-style-type: none"> • Recall the knowledge specified within the KKP for Year 6. • Use negotiation and compromise to resolve conflict and maintain respectful relationships. • Apply strategies to support both physical and mental health, including recognising unhealthy habits. • Assess online risks (e.g., scams, misinformation) and follow steps to report or seek help. • Discuss prejudice, discrimination and stereotyping and suggest ways to challenge them safely. • Explain how democratic processes work (local and national) and how people influence change. • Make safe, informed decisions about money, including recognising risks such as gambling. • Demonstrate practical first-aid responses, including choking and the recovery position.
<p>Progressive summary</p>	<p>Nursery & Reception – Foundations of Personal Knowledge</p> <p>Children develop the essential foundations for later PSHE learning. They learn to identify and name feelings, recognise how their actions affect others and understand that families can differ. Early experiences with sharing, turn-taking and following simple rules prepare them for later learning about cooperation and responsibility. Basic safety knowledge, such as recognising trusted adults or asking for help, provides the groundwork for formal safeguarding concepts in Key Stage 1.</p>

This stage builds:

- emotional vocabulary used later for managing and expressing feelings
- early understanding of relationships needed for friendships and anti-bullying lessons
- basic safety and health concepts that prepare them for KS1 routines and online safety
- simple ideas about difference that support later work on respect and diversity

Key Stage 1 – Building Relationship, Health and Safety Knowledge

In Years 1 and 2, pupils build on EYFS foundations through explicit teaching about positive friendships, cooperation and recognising different feelings. They learn to identify unsafe situations and use simple strategies to seek help. Healthy choices about hygiene, food and routines become more consistent. Early ideas about fairness, rules and belonging lay the groundwork for citizenship learning in KS2.

This stage builds:

- understanding of friendship behaviours needed for conflict resolution in LKS2
- early online safety awareness needed for analysing digital content later
- foundational health habits that support later wellbeing knowledge
- understanding of rules and belonging needed for learning about rights and responsibilities

Lower Key Stage 2 – Deepening Emotional, Social and Digital Understanding

In Years 3 and 4, pupils apply earlier concepts more independently. They learn to recognise and respond to bullying, including online behaviour. Their emotional understanding deepens as they develop language for more complex feelings and empathy. They build a clearer understanding of wellbeing, including stress and healthy lifestyle choices. Digital safety becomes more sophisticated, with pupils evaluating online behaviour and recognising risks. They also begin exploring personal responsibility, community roles and environmental impact.

This stage builds:

- emotional regulation skills needed for adolescent wellbeing teaching in UKS2
- conflict-management strategies needed for peer influence scenarios
- digital awareness needed for understanding misinformation and online risk in Year 5–6
- early community understanding needed for learning about democracy and social responsibility

Upper Key Stage 2 – Applying Knowledge to Complex, Real-World Situations



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In Years 5 and 6, pupils use secure foundations to engage with more complex PSHE issues. They learn about puberty and body changes confidently, applying earlier learning about health and emotions. They tackle more challenging relationship situations, including peer pressure. Online safety knowledge becomes analytical, focusing on misinformation, scams and privacy. Lessons on discrimination, prejudice, equality and protected characteristics build on KS1 and LKS2 understanding of respect and difference. They also develop financial understanding and learn to make informed decisions about money.

This stage builds:

- readiness for secondary relationships education and understanding of consent and boundaries
- confidence to manage emotional and physical changes associated with puberty
- resilience to digital pressures, influence, misinformation and unsafe content
- understanding of democratic processes, rights and responsibilities