



RSE & PSHE

Progression of knowledge and skills

Subject leader overview EYFS - Year 6



Kapow
Primary™

Introduction

An overview of the **skills** and **knowledge** covered in each year group and strand across the units of lessons.

This document was last updated on 31.01.23. Please check [here](#) for the most up to date version.

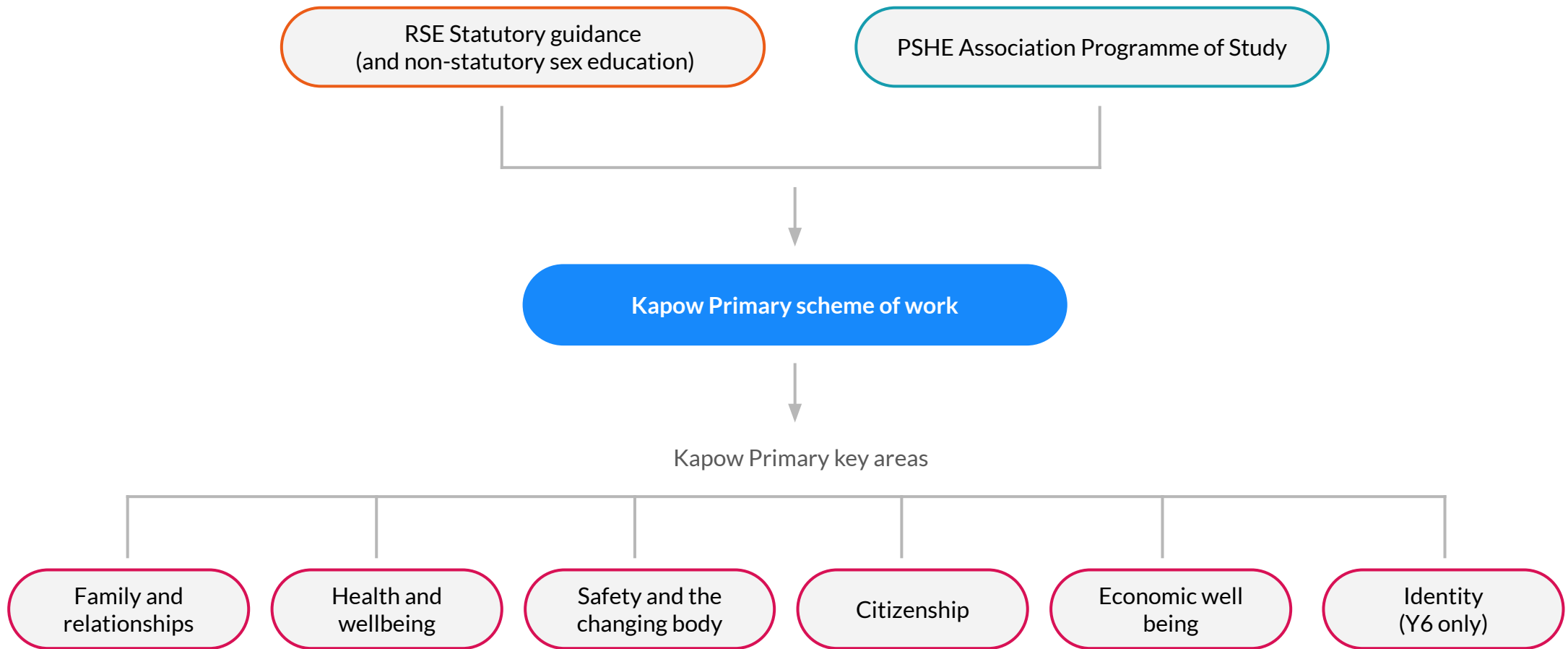
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Related resources:

If you are following our [Long-term plan - condensed](#) version, please see the corresponding [Progression of skills and knowledge - condensed](#).

If you are following our mixed-age curriculum for RSE & PSHE, please see the [Progression of skills and knowledge - mixed-age](#).

How is Kapow Primary's RSE & PSHE scheme of work organised?



Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Family	<p>Learning how to talk about our families and discussing why we love them.</p> <p>Talking about people that hold a special place in my life.</p>	<p>To name and describe the different members of our families.</p> <p>To understand that all families are valuable and special.</p>	<p>Exploring how families are different to each other.</p>	<p>To understand that families look after us.</p> <p>To know some words to describe how people are related (eg. aunty, cousin).</p> <p>To know that some information about me and my family is personal.</p>	<p>Understanding ways to show respect for different families.</p> <p>Understanding that families offer love, care and support.</p>	<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>
Friendships	<p>Developing strategies to help when sharing with others.</p> <p>Exploring what makes a good friend.</p>	<p>To know that we share toys so that everyone feels involved and no one feels left out or upset.</p>	<p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p>	<p>To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p>	<p>Understanding difficulties in friendships and discussing action that can be taken.</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>
Respectful relationships	<p>Thinking about what it means to be a valued person.</p> <p>Exploring the differences between us that make each person unique.</p> <p>Considering the perspectives and feelings of others.</p> <p>Learning to work as a member of a team.</p> <p>Developing listening skills.</p>	<p>To understand that different people like different things.</p> <p>To understand that all people are valuable.</p> <p>To know that it is important to help, listen and support others when working as a team.</p> <p>To know that it is important to tell the truth.</p>	<p>Recognising how other people show their feelings.</p> <p>Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p>	<p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</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>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>
Change and loss	N/A	N/A	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.

Sub-strand	EYFS		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily,	Learning how to wash my hands properly. Learning how to deal with an allergic reaction.	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.	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for our teeth.
Physical health and wellbeing	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important. To know that yoga can help our bodies and minds relax,	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.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation.	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.
Mental wellbeing	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.	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.	Identifying personal strengths and qualities. Identifying different ways to manage feelings.	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.	Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self respect.	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.

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	<p>Considering why it is important to follow rules.</p> <p>Exploring what it means to be a safe pedestrian.</p>	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult.</p>	<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>To know that some types of physical contact are never appropriate.</p> <p>To know what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p>	<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>To know the PANTS rule.</p> <p>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>
Drugs, alcohol and tobacco	N/A	N/A	<p>Learning what is and is not safe to put in or on our bodies.</p>	<p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p>	<p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</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>
The changing adolescent body	N/A	N/A	N/A	N/A	N/A	<p>To know the names of parts of my body including private parts.</p>
Basic first aid	N/A	N/A	<p>Practising making an emergency phone call.</p>	<p>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>To know that the emergency services are the police, fire service and the ambulance service.</p>	N/A	N/A

EYFS (Reception)		Year 1		Year 2	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Beginning to understand why rules are important in school.	<p>To know that we have rules to keep everything fair, safe and enjoyable for everyone.</p> <p>To understand that we all have similarities and differences and that make us special.</p> <p>To know that we all have different beliefs and celebrate special times in different ways.</p>	<p>Recognising why rules are necessary and the consequences of not following rules.</p> <p>Discussing how to meet the needs of different pets.</p> <p>Exploring the differences between people.</p> <p>Recognising the groups that we belong to.</p>	<p>To know the rules in school.</p> <p>To know that different pets have different needs.</p> <p>To understand the needs of younger children and that these change over time.</p> <p>To know that voting is a fair way to make a decision.</p> <p>To understand that people are all different and that this is a good thing.</p>	<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>	<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p> <p>To understand how democracy works in school through the school council.</p> <p>To understand that different groups of people make different contributions to the community.</p>

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<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>To know that coins and notes have different values.</p> <p>To know some of the ways children may receive money.</p> <p>To know that it is wrong to steal money.</p> <p>To know that banks are places where we can store our money.</p> <p>To know some jobs in school.</p> <p>To know that different jobs need different skills.</p>	<p>Identifying whether something is a want or need.</p> <p>Recognising that people make choices about how to spend money.</p> <p>Exploring the reasons why people choose certain jobs.</p>	<p>To know some of the ways in which adults get money.</p> <p>To know the difference between a 'want' and 'need'.</p> <p>To know some of the features to look at when selecting a bank account.</p>	<p>Discussing the range of feelings which money can cause.</p> <p>Discussing the different attitudes people have to money.</p> <p>Exploring the impact our spending can have on other people.</p> <p>Considering the advantages and disadvantages of different payment methods.</p>	<p>To understand that there are different ways to pay for things.</p> <p>To know that budgeting money is important.</p> <p>To understand that there are a range of jobs available.</p> <p>To understand that some stereotypes can exist around jobs but these should not affect people's choices.</p>
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Exploring the factors which affect whether something is value for money.</p> <p>Discuss some impacts of losing money.</p> <p>Identifying negative and positive influences that can affect our career choices.</p>	<p>To know that money can be lost in a variety of ways.</p> <p>To understand the importance of tracking money.</p> <p>To know that many people will have more than one job or career in their lifetimes.</p> <p>Exploring ways to overcome stereotypes in the workplace.</p>	<p>Discussing risks associated with money.</p> <p>Making a budget based on priorities.</p> <p>Discussing the role of money in selecting a job.</p> <p>Discussing how income can change and the feelings associated with this.</p>	<p>To know that when money is borrowed it needs to be paid back, usually with interest.</p> <p>To know that it is important to prioritise spending.</p> <p>To know that income is the amount of money received and expenditure is the amount of money spent.</p> <p>To know some ways that people lose money.</p>	<p>Recognising differences in how people deal with money and the role of emotions in this.</p> <p>Discussing some risks associated with gambling.</p> <p>Identifying jobs which might be suitable for them.</p>	<p>To understand that there are certain rules to follow to keep money safe in bank accounts.</p> <p>To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.</p> <p>To understand that different jobs have different routes into them.</p> <p>To understand that people change jobs for a number of reasons.</p> <p>To know that banks and organisations such as Citizens' Advice can help with money-related problems.</p>

Year 6 only

Skills	Knowledge
<p>Discussing the factors that make our 'identity'.</p> <p>Recognising the difference between how we see ourselves and how others see us.</p> <p>Exploring how the media might influence our identity.</p>	<p>To know that identity is the way we see ourselves and also how other people see us.</p>

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Recognising our own strengths.</p>	<p>To understand that changes can be both positive and negative.</p>	<p>Identifying people who can help us when we are worried about changes.</p>	<p>To understand that change is part of life.</p>	<p>Learning strategies to deal with change.</p>	<p>To understand that change often brings about more opportunities and responsibilities.</p>
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Recognising our own achievements.</p> <p>Being able to set goals.</p>	<p>To know that setting goals can help us to achieve what we want.</p>	<p>Recognising own skills and how these can be developed.</p>	<p>To understand the skills needed for roles in school.</p>	<p>Exploring a greater range of strategies to deal with feelings associated with change.</p>	<p>To know that a big change can bring opportunities but also worries.</p>

This page shows recent updates that have been made to this document.

Date	Update
26.07.22	Knowledge statement removed on p.12 to reflect changes to lessons in Identity unit.
31.01.23	Addition of EYFS: Reception statements.