

Knowledge Progression Overview

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Health and Wellbeing	-Learn that washing hands with soap helps stop germs from spreading. -Explore how eating fruit/vegetables and drinking water helps their body grow strong. -Understand why bedtime routines and sleep give them energy for the next day. -Learn to stop and ask an adult before doing something that might be unsafe, and begin to recognize basic safety constraints. -Discover how to tell a teacher or a grown-up at home if they are hurt, upset, or scared, and identify people who help us in the community.	-Learn the names of different parts of the body, focusing on the external names of basic body parts. -Identify what helps to keep the body healthy, including why sleep, exercise, healthy food choices, and sun safety are important. -Learn how to keep safe in familiar places and identify who can help when worried, hurt, or upset, including household safety rules for fire and electrical appliances. -Explore things that can be put on the skin or into the body and learn how they affect feelings.	-Learn simple ways to maintain physical health, focusing on hygiene routines that stop germs from spreading, such as handwashing and dental hygiene. -Understand how medicines, vaccinations, and immunisations can help people when used safely. -Practice recognizing and describing different emotions, and learn strategies for managing strong or "big" feelings to calm down. -Explore how people grow and change from young to old, and learn how to prepare for moving to a new class or year group.	-Understand the importance of a balanced lifestyle, exploring how exercise and sleep explicitly improve physical and mental health. -Learn how habits can affect health and wellbeing, and track how emotions and feelings can fluctuate or change over time. -Discover and practice ways to manage challenges, setbacks, and difficult emotions appropriately. -Learn about the physical and emotional changes that happen when approaching puberty, including hygiene changes and menstrual wellbeing.	-Investigate the specific physical and emotional benefits of being active. -Learn practical strategies for maintaining positive mental wellbeing, and explore how loss or grief impacts emotions. -Learn how to manage increasing personal responsibilities as they grow up, and practice assessing and reducing risks in everyday life. -Learn how to access professional support or advice for health and mental wellbeing concerns. -Study the physical and emotional changes associated with puberty, focusing on changing bodies and anatomy.	-Learn about the detailed changes that occur during puberty, including emotional shifts, menstruation, and human reproduction. -Practice cognitive strategies for managing pressure, stress, and unhelpful thinking. -Learn how to make informed choices about physical health, balanced diets, sun overexposure risks, and lifestyle habits. -Learn how to respond in emergencies, assess risks, and seek critical help through basic first aid concepts. -Understand why smoking, vaping, and alcohol are harmful to health, and explore why drug use forms a difficult habit to break.	-Deepen understanding of the holistic physical, emotional, and social changes associated with puberty. -Learn advanced strategies for maintaining long-term mental and emotional wellbeing through major life changes. -Learn how to predict, assess, and manage risks in complex environments to make safer choices. -Practice how to access, check, and utilize reliable health information and support services. -Learn how to prepare emotionally and socially for the major transition to secondary school, exploring concepts of identity and self-worth. -Examine the legal parameters and long-term biological effects surrounding both legal and illegal drugs.



Relationships	-Practice how to take turns, share toys with a friend, and ask someone "Would you like to play with me?". -Learn that saying "please," "thank you," and helping others are ways to show kindness. -Explore how everyone's family is special, and practice talking about themselves and their families. -Learn the names of basic feelings (e.g., happy, sad, angry, scared) and understand that while all feelings are okay, it is not okay to hurt others.	-Identify what makes a good friend, learn how to make friends, and practice showing kindness, respect, and inclusion in play. -Explore how families can be different and discuss why family is important. -Learn how feelings can affect behaviour and practice recognizing a wide range of emotions in themselves and others. -Understand how bodies and feelings can be hurt by words and actions, specifically through unkind behaviour and bullying. -Learn what privacy means, identify which parts of the body are private, and discover how to report uncomfortable physical contact.	-Identify the qualities of positive friendships and explore simple strategies to resolve disagreements and arguments respectfully. -Learn that everyone deserves respect, explore how actions affect others' feelings, and practice communicating feelings appropriately. -Understand why hurtful behaviour, offline and online (such as teasing, name-calling, and excluding), is unacceptable, and learn how to report it to a trusted adult. -Learn that people may behave differently online or pretend to be someone they are not, discover how to respond safely, and understand the importance of breaking unsafe secrets.	-Explore how friendships can change over time and learn positive strategies for building or maintaining them. -Learn how to recognise, model, and expect respectful, polite behaviour from others, both face-to-face and online. -Learn how to respond constructively if someone behaves unkindly, and practice identifying unkind behavior or bullying. -Understand why differences should be valued and respected, and explore why diversity in a community is a positive thing.	-Identify and analyze the defining characteristics of healthy relationships, including mutual respect, trust, and kindness. -Learn how to show empathy and understanding toward others, and explore the importance of respecting privacy and personal space. -Learn how to manage conflict constructively, and explore how stereotypes and prejudices can negatively affect people's lives and career aspirations. -Examine what it means to "know someone online" versus face-to-face, and learn about personal boundaries and consent in relationships.	-Identify the key features of positive, respectful relationships and family dynamics, and learn about diverse family structures (e.g., single parent, same-sex, blended, foster). -Learn how to maintain healthy friendships through times of transition or change, and evaluate the risks of online relationships. -Understand the absolute importance of consent, personal boundaries, and permission in everyday situations. -Learn how to safely and effectively challenge discriminatory, prejudiced, or bullying behaviour.	-Learn to distinguish the concrete characteristics of healthy vs. unhealthy or unsafe relationship behaviours, including pressure or abuse. -Deepen knowledge of consent, privacy, and personal boundaries across both face-to-face and digital spectrums. -Learn how to report, escalate, and respond to bullying, digital trolling, prejudice, and systemic discrimination. -Practice how to engage in formal debate, respect opposing points of view, and learn how to respectfully disagree with others.
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-Learn the simple rules of their classroom, such as using walking feet indoors and tidy-up time, to understand basic routines. -Begin to learn that coins and notes are used to pay for things in shops and explore how money is used. -Investigate some of the jobs people do in school and the local community, and learn how putting rubbish in the bin and caring for animals helps look after the world. -Learn that they must always ask a grown-up before using a tablet, phone, or computer. -Explore the difference between work and rest, invent imaginary jobs through role-play, and look at how people grow and change from young to old.	-Learn the rules that help people live and work together in a group or community. -Explore how money is used to buy things, where it comes from, and learn that jobs help people earn money. -Investigate the different jobs people have in the community, learn how jobs are made up of tasks, and explore how working life has changed over time. -Learn how to stay safe when using digital devices with adult support, and explore the role of the internet in everyday life.	-Explore why rules and responsibilities are important in a society, and investigate the question "Who is in charge of our country?". -Learn how people contribute to their local community and explore ways to care for the environment through sustainability and protecting living things. -Investigate where money comes from, how it is used, and learn how to make choices about spending, saving, and identifying needs versus wants. -Learn basic rules for staying safe online, and practice recognizing that not all information seen on the internet is true. -Reflect on personal successes in learning, learn how to set a target or goal, and identify the strengths needed for different types of work.	-Investigate how communities are made up of diverse groups of people and learn how local services help them. -Learn how money can be earned and spent, and explore the benefits of budgeting and saving, including what influences spending decisions. -Learn to evaluate information found online, exploring why it may not always be reliable and debating whether the internet is inherently a good thing. -Explore career sectors, develop an understanding of a "career journey," and identify how technology impacts jobs and workplaces.	-Explore how people contribute to society in different ways, and evaluate the shared responsibility to protect living things and the environment. -Learn how money decisions can affect individuals, families, and global trade, including charity and the risks of gambling. -Learn how media, text, images, and advertising can influence opinions, choices, and definitions of accuracy. -Practice how to stay safe, responsible, and deeply respectful online. -Analyze how school subjects link directly to real-world jobs, learn how to classify jobs, and practice identifying career information within stories.	-Explore how rights and responsibilities function collaboratively within modern communities. -Learn how money can be managed effectively on an individual level, exploring how priorities, needs, and wants guide spending choices. -Examine the risks and opportunities associated with online communication, personal data sharing, and social media image distribution. -Investigate why people work for charities, explore jobs that protect the environment, and learn how to weigh the pros and cons of different career options.	-Explore how laws, rules, and fundamental human rights protect citizens, and learn to differentiate between a rule, a right, and a law. -Learn how long-term financial decisions, budgeting, and banking can affect future opportunities. -Learn how to critically evaluate information, identify misinformation, spot fake content, and understand data manipulation from different media sources. -Investigate how active citizenship, democracy, and community organizing make a positive difference in local and global communities. -Explore what it takes to set up a business, identify qualifications required for career pathways, and predict how technology will alter the future of work.
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Examples of Progression in PSHE at Our Lady of the Angels

Health and Wellbeing

The journey begins in Reception with concrete, tangible experiences. At this stage, children explore their immediate physical selves. They learn to name basic body parts and discover that their bodies require active maintenance, such as washing hands to banish invisible germs. They begin to link cause and effect: eating healthy food and going to sleep on time gives them the vital energy they need to play. Stepping into Year 1, this foundation becomes more formalized as children explicitly identify what keeps a body healthy, diving deeper into the specific importance of sleep, exercise, and nutrition. They also begin to identify external safety nets, mapping out who can help them when they feel worried, hurt, or upset. By Year 2, the focus shifts from purely physical habits to emotional literacy. Children learn to recognize, name, and describe a spectrum of emotions within themselves and others. They move from simply experiencing strong feelings to discovering active strategies for managing them, while simultaneously learning how medicines can safely help them feel better when administered by trusted adults. As children mature into Year 3, the concept of health expands from isolated habits into the broader idea of a "balanced lifestyle". Students begin to critically examine how repeated choices turn into habits, and how those habits can positively or negatively affect their long-term wellbeing. This year marks a vital social-emotional transition as children learn to define "personal boundaries" and develop resilience strategies to navigate everyday challenges and setbacks. In Year 4, this understanding of balance is broken down into specific mental and physical components. Students learn that physical activity isn't just good for the body, but is a powerful tool for emotional wellbeing. They build a personalized toolkit of strategies to maintain positive mental health, learn to take on increasing personal responsibilities, and practice analyzing environments to assess and actively reduce physical risks. In Year 5, the narrative shifts toward preparing for the major biological and emotional milestones of adolescence. Students explore the physical and emotional changes that occur during puberty, learning how these shifts can impact their overall wellbeing. Because their social environments are becoming more complex, significant emphasis is placed on managing external pressures and stress, empowering students to make informed, independent choices about their health and emergency safety. Finally, in Year 6, all previous learning culminates in preparation for the wider world. Puberty is revisited with a mature, comprehensive understanding of its physical, emotional, and social dimensions. Students refine their independent risk-assessment skills, learn exactly how to bypass misinformation to access reliable health support, and focus heavily on building the emotional resilience needed for a smooth transition to secondary school.

Digital Safety

The digital safety narrative begins in Reception with a clear, protective boundary: technology is an adult-guided tool. At this stage, a child's primary digital safety objective is behavioral—knowing that they must always ask a trusted grown-up for permission before touching a tablet, phone, or computer. In Year 1, this boundary expands into cooperative use. Children begin to explore digital devices independently but strictly under the umbrella of adult support, learning how to stay safe while a teacher or parent is actively monitoring them. By Year 2, children begin to internalize these practices as structured boundaries. They transition from relying entirely on direct adult supervision to knowing and repeating basic, universal rules for staying safe online, such as protecting passwords and knowing when to close a screen and alert an adult. In Year 3, a profound shift occurs. Children move away from seeing the internet as a simple toy or a golden source of truth. They are introduced to the foundational concept of digital skepticism: learning that information found online is created by people and may not always be reliable or true. As their independent browsing increases in Year 4, the curriculum bridges safety with citizenship. Students learn that the digital world is a social space requiring the same empathy, manners, and respect as a real-world classroom. They master the dual responsibility of keeping themselves safe while ensuring their own online behavior remains entirely respectful toward others. By Year 5, students are active participants in online spaces. The narrative broadens to look at the dual nature of the internet: its immense opportunities for communication alongside its inherent risks. Students are introduced to the persuasive mechanics behind the screen, learning how online advertising, algorithms, and media can subtly influence their real-world decisions and choices. The journey reaches its peak in Year 6, where students are transformed into fully autonomous, critical digital citizens. They learn to evaluate, cross-reference, and judge the reliability of information coming from different online sources. They leave primary school knowing how to navigate online communication responsibly, fully aware of how to protect their privacy, respect others, and safely manage their own digital footprint as they enter secondary school and the wider digital world. cultural significance of past events, intertwining this with their own ideas and beliefs.

