

PSHE substantive knowledge document
Based on outcomes from the PSHE association

Topic	Reception	Topic	Cycle A	Cycle B	Year 3	Year 4	Year 5	Year 6
Being in my world	Children will know... self-identity; what they like and dislike; what they look like.	Families and friendship	Children will know... that family is one of the groups they belong to, as well as, for example, school, friends, clubs	Children will know... about how people make friends and what makes a good friendship	Children will know... how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)	Children will know... about the features of positive healthy friendships such as mutual respect, trust and sharing interests	Children will know... about the different types of relationships people have in their lives	Children will know... what makes a healthy friendship and how they make people feel included
	understanding feelings; know if they are happy or sad; able to describe if they feel happy, excited, sad or scared.		about the different people in their family / those that love and care for them	about how to recognise when they or someone else feels lonely and what to do	how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays	strategies to build positive friendships how to seek support with relationships if they feel lonely or excluded	how friends and family communicate together; how the internet and social media can be used positively	strategies to help someone feel included
	understand that they belong to their class and know the people in their class; know that people in their class like them; know what to do in their classroom (rules).		what their family members, or people that are special to them, do to make them feel loved and cared for	simple strategies to resolve arguments between friends positively	how people within families should care for each other and the different ways they demonstrate this	how to communicate respectfully with friends when using digital devices	how knowing someone online differs from knowing someone face-to-face	what it means to be attracted to someone and different kinds of loving relationships
	how every family is different; different religions and beliefs.		how families are all different but share common features – what is the same and different about them	how to ask for help if a friendship is making them feel unhappy	how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe	how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know	how to recognise risk in relation to friendships and keeping safe	that people who love each other can be of any gender, ethnicity or faith
	where they live; different houses and homes; routines.		about different features of family life, including what families do / enjoy together	how to talk about and share their opinions on things that matter to them		what to do or whom to tell if they are worried about any contact online	about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family	the difference between gender identity and sexual orientation and everyone's right to be loved
	who is in their family; what do they look like; what are their jobs.		that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried				how to respond if a friendship is making them feel worried, unsafe or uncomfortable	about the qualities of healthy relationships that help individuals flourish
							how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety	ways in which couples show their love and commitment to one another, including those who are not married or who live apart
								what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults
								that people have the right to choose whom they marry or whether to get married

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								that to force anyone into marriage is illegal how and where to report forced marriage or ask for help if they are worried
Families and Friendship	Children will know... can play with other children and know how to be friendly; can say sorry when they have been unkind; understand that everybody has feelings. it's OK to have any feeling but that it is not OK to behave anyway they like (hurting other people); know ways to calm themselves; can explain when they or other people are angry; they can make themselves feel better when angry. can make up when they are fallen out with a friend; can explain some ways in which children can be unkind to others; how it feels when someone is unkind; who to talk to if they were feeling unhappy. can play with other children and know how to be friendly; can say sorry when they have been unkind; can work in a group with other children (take turns, wait, share).	Respecting ourselves and others	Children will know... what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common parts of bodies covered with underwear are private how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets how not everything they see online is true or trustworthy and that people can pretend to be someone they are not how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them what to do if they feel unsafe or worried for	Children will know... how to ask for help if a friendship is making them feel unhappy that bodies and feelings can be hurt by words and actions; that people can say hurtful things online about how people may feel if they experience hurtful behaviour or bullying that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult about how to respond if physical contact makes them feel uncomfortable or unsafe about knowing there are situations when they should ask for permission and also when their permission should be sought about what is kind and unkind behaviour, and how this can affect others about how to treat themselves and others with	Children will know... how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded how to recognise if others are feeling lonely and excluded and strategies to include them how to build good friendships, including identifying qualities that contribute to positive friendships that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support	Children will know... how people's behaviour affects themselves and others, including online how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return about the relationship between rights and responsibilities about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* the rights that children have and why it is important to protect these* that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination how to respond to aggressive or inappropriate	Children will know... to recognise that everyone should be treated equally why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own what discrimination means and different types of discrimination e.g. racism, sexism, homophobia to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination how to report discrimination online	Children will know... to compare the features of a healthy and unhealthy friendship about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online how to assess the risk of different online 'challenges' and 'dares' how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable how to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations about the link between values and behaviour and how to be a positive role model

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			themselves or others; and the importance of keeping on asking for support until they are heard	respect; how to be polite and courteous how to listen to other people and play and work cooperatively how to talk about and share their opinions on things that matter to them		behaviour (including online and unwanted physical contact) – how to report concerns to recognise differences between people such as gender, race, faith to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations about the importance of respecting the differences and similarities between people a vocabulary to sensitively discuss difference and include everyone		how to discuss issues respectfully how to listen to and respect other points of view how to constructively challenge points of view they disagree with ways to participate effectively in discussions online and manage conflict or disagreements
Celebrating difference	Children will know... - identifying talents; can describe things they like doing and the things they don't like doing; can describe how they feel when they are feeling proud; can tell when they are feeling excited/happy/proud. - like the ways they are different; can tell you something special about themselves. - similarities and differences; not judging others; why its good to be different. - know that they belong in their classroom;	Belonging to a community	Children will know... to identify the people who love and care for them and what they do to help them feel cared for about different types of families including those that may be different to their own to identify common features of family life about what rules are, why they are needed, and why different rules are needed for different situations how people and other living things have different needs;	Children will know... about what rules are, why they are needed, and why different rules are needed for different situations how people and other living things have different needs; about the responsibilities of caring for them about things they can do to help look after their environment about the different groups they belong to about the different roles and responsibilities people have in their community	Children will know... how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups what is meant by a diverse community; how different groups make up the wider/local community around the school how the community helps everyone to feel included and values the different contributions that people make how to be respectful towards people who may live differently to them	Children will know... how people have a shared responsibility to help protect the world around them how everyday choices can affect the environment how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues	Children will know... that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime that some jobs are paid more than others and some may be voluntary (unpaid) about the skills, attributes, qualifications and training needed for different jobs that there are different ways into jobs and careers, including college, apprenticeships and university	Children will know... what prejudice means to differentiate between prejudice and discrimination how to recognise acts of discrimination strategies to safely respond to and challenge discrimination how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups

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	what to do if someone is sad/upset.		about the responsibilities of caring for them about things they can do to help look after their environment to recognise the ways they are the same as, and different to, other people	about people whose job it is to help us in the community to recognise the ways they are the same as, and different to, other people about what is kind and unkind behaviour, and how this can affect others to recognise the ways in which they are the same and different to others how to talk about and share their opinions on things that matter to them		how to show care and concern for others (people and animals) how to carry out personal responsibilities in a caring and compassionate way how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence	how people choose a career/job and what influences their decision, including skills, interests and pay how to question and challenge stereotypes about the types of jobs people can do how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions	how stereotypes are perpetuated and how to challenge this
Dreams and goals	Children will know... know that they can do more things now than they could do when they were younger; they know they will be able to do more things when they are older; now that they are all good at different things. can focus their attention and start a task; can work to reach their goal; they are aware that working hard is important to reach their goal. can explain what they want to achieve and how they are going to do so know that there may be obstacles and how to overcome them; know to ask for help and support when	Money and Work	Children will know... what money is - that money comes in different forms e.g., coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money is obtained (e.g. earned, won, borrowed, presents) how people make choices about what to do with money, including spending and saving the difference between needs and wants - that people may not always be able to have the things they want	Children will know... that everyone has different strengths, in and out of school about how different strengths and interests are needed to do different jobs about different jobs and the work people do that people are paid money for the job they do how jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people they know or people who work in their community how people have different strengths and interests that enable them to do different jobs	Children will know... about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM about some of the skills needed to do a job, such as teamwork and decision-making	Children will know... how people make different spending decisions based on their budget, values and needs how to keep track of money and why it is important to know how much is being spent about different ways to pay for things such as cash, cards, e-payment and the reasons for using them that how people spend money can have positive or negative effects on others e.g. charities, single use plastics	Children will know... that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime that some jobs are paid more than others and some may be voluntary (unpaid) about the skills, attributes, qualifications and training needed for different jobs that there are different ways into jobs and careers, including college, apprenticeships and university how people choose a career/job and what influences their decision,	Children will know... about the role that money plays in people's lives, attitudes towards it and what influences decisions about money about value for money and how to judge if something is value for money how companies encourage customers to buy things and why it is important to be a critical consumer how having or not having money can impact on a person's emotions, health and wellbeing about common risks associated with money,

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	needed and who to ask for help.		how to keep money safe and the different ways of doing this	how people use the internet and digital devices in their jobs and everyday life	to recognise their interests, skills and achievements and how these might link to future jobs how to set goals that they would like to achieve this year e.g. learn a new hobby		including skills, interests and pay how to question and challenge stereotypes about the types of jobs people can do how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions	including debt, fraud and gambling how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk how to get help if they are concerned about gambling or other financial risks
Healthy me	Children will know... physical activity; how the body moves; why it is important to keep fit. why it is important to eat healthy; what types of food are healthy/unhealthy; what happens if you eat unhealthily. why we sleep; what happens if we don't get enough sleep. how to keep clean; why it is important to keep clean; what happens if we don't keep clean. how to look after the environment; recycling. who can help them; who is a stranger; how to keep safe.	Growing and Changing	Children will know... how to recognise, name and describe a range of feelings what helps them to feel good, or better if not feeling good how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) how feelings can affect people in their bodies and their behaviour ways to manage big feelings and the importance of sharing their feelings with someone they trust how to recognise when they might need help with feelings and how to ask for help when they need it	Children will know... that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest that eating and drinking too much sugar can affect their health, including dental health how to be physically active and how much rest and sleep they should have everyday that there are different ways to learn and play; how to know when to take a break from screen-time how sunshine helps bodies to grow and how to keep safe and well in the sun about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up	Children will know... that everyone is an individual and has unique and valuable contributions to make to recognise how strengths and interests form part of a person's identity how to identify their own personal strengths and interests and what they're proud of (in school, out of school) to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again	Children will know... how to identify external genitalia and reproductive organs about the physical and emotional changes during puberty key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams strategies to manage the changes during puberty including menstruation the importance of personal hygiene routines during puberty including washing regularly and using deodorant how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty	Children will know... how to recognise and respect similarities and differences between people and what they have in common with others that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others how to challenge stereotypes and assumptions about others	Children will know... to recognise some of the changes as they grow up e.g. increasing independence about what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school identify the links between love, committed relationships and conception what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults

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				to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year				how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb about the responsibilities of being a parent or carer and how having a baby changes someone's life
Changing me	Children will know... what their body looks like; similarities and differences between each other's bodies (height, hair, eyes); body parts and what they can do; sense. they can explain how they have changed; what might change as they get older (height, hair). can describe how they feel if they are missing/lost someone or something they care about; beginning to understand that if someone leaves them, they can still love them; can describe someone they care about even if they are not there; can describe how they can feel better when they are feeling sad or missing someone. can remember feelings they had; can sometimes explain how change makes them feel.	Physical health and mental wellbeing	Children will know... about rules and age restrictions that keep us safe to recognise risk in simple everyday situations and what action to take to minimise harm about the people whose job it is to help keep us safe basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) that household products (including medicines) can be harmful if not used correctly	Children will know... what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy why hygiene is important and how simple hygiene routines can stop germs from being passed on what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing	Children will know... about the choices that people make in daily life that could affect their health to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally that regular exercise such as walking or cycling has	Children will know... to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary how to maintain oral hygiene and dental health, including how to brush and floss correctly the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health how regular physical activity benefits bodies and feelings how to be active on a daily and weekly basis - how to	Children will know... how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to protect them and others why people choose to use or not use different drugs how people can prevent or reduce the risks associated with them that for some people, drug use can become a habit which is difficult to break how organisations help people to stop smoking and the support available to help	Children will know... that mental health is just as important as physical health and that both need looking after to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support how negative experiences such as being bullied or feeling lonely can affect mental wellbeing positive strategies for managing feelings that there are situations when someone may experience mixed or conflicting feelings how feelings can often be helpful, whilst recognising that they sometimes need to be overcome to recognise that if someone experiences feelings that are not so good (most or all of

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	is it ok to be scared; what is a safe risk; trying something new.		how to keep safe in the sun and protect skin from sun damage ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely about what to do if there is an accident and someone is hurt that sometimes people may behave differently online, including by pretending to be someone they are not how to respond safely to adults they don't know H36. how to get help in an emergency (how to dial 999 and what to say) about what rules are, why they are needed, and why different rules are needed for different situations about the different roles and responsibilities people have in their community that not all information seen online is true		positive benefits for their mental and physical health about the things that affect feelings both positively and negatively strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language to recognise how feelings can change overtime and become more or less powerful	balance time online with other activities how to make choices about physical activity, including what and who influences decisions how the lack of physical activity can affect health and wellbeing how lack of sleep can affect the body and mood and simple routines that support good quality sleep how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried how to recognise, predict, assess and manage risk in different situations how people's online actions can impact on other people how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online how to report concerns, including about inappropriate online content and contact that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law	people if they have concerns about any drug use how to ask for help from a trusted adult if they have any worries or concerns about drugs how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions that if someone has experienced a head injury, they should not be moved when it is appropriate to use first aid and the importance of seeking adult help the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services	the time) – help and support is available identify where they and others can ask for help and support with mental wellbeing in and outside school the importance of asking for support from a trusted adult about the changes that may occur in life including death, and how these can cause conflicting feelings that changes can mean people experience feelings of loss or grief about the process of grieving and how grief can be expressed about strategies that can help someone cope with the feelings associated with change or loss to identify how to ask for help and support with loss, grief or other aspects of change how balancing time online with other activities helps to maintain their health and wellbeing strategies to manage time spent online and foster positive habits e.g. switching phone off at night what to do and whom to tell if they are frightened or
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