

Muskham Primary School

RSHE & PSHE: Progression of Skills, Knowledge & Vocabulary

EYFS (Reception) → Key Stage 1 (Years 1–2) → Key Stage 2 (Years 3–6)

A progression overview based on Kapow Primary's current 2026 RSE & PSHE curriculum information. Kapow describes the curriculum as a spiral: concepts are revisited with increasing depth while pupils develop self-regulation, managing self, building relationships and critical thinking.

1. Whole-school progression at a glance

Phase	Skills progression	Knowledge progression	Indicative vocabulary
EYFS / Reception	Talk about feelings and experiences; begin to regulate emotions; share and take turns; ask for help; notice how others may feel; begin to use simple strategies for safe, kind behaviour.	Families and special people; feelings and simple ways to manage them; healthy routines; basic safety; belonging and respectful behaviour; early awareness that people and families can be different.	family, special person, friend, kind, share, turn, feeling, happy, sad, worried, angry, calm, healthy, safe, help, rule, home
KS1 / Years 1–2	Communicate feelings and needs; listen and respond respectfully; identify trusted adults; practise friendship and conflict-resolution strategies; make simple healthy/safe choices; begin to question whether information is reliable.	Families can look different and deserve respect; relationships need kindness and boundaries; basic physical/mental health and hygiene; online safety and privacy; personal information; medicines/household risks; money and community responsibilities.	relationship, respect, support, privacy, personal information, boundary, consent, trusted adult, online, password, reliable, risk, emergency, hygiene, medicine, healthy, responsibility, community
KS2 / Years 3–6	Apply strategies independently; communicate assertively; manage changing emotions; evaluate risks; set and respect boundaries; recognise unhealthy relationships; critically assess online information; make informed decisions; seek appropriate help.	Relationships involve mutual respect, communication, consent and boundaries; bodies and emotions change through puberty; online/offline risks; health protection and prevention; rights, responsibilities, diversity, citizenship and financial decision-making; transition and preparation for secondary school.	consent, boundary, assertive, respectful, discrimination, stereotype, puberty, menstruation, hormones, reproduction, privacy, digital footprint, misinformation, manipulation, resilience, first aid, rights, responsibility, equality, inclusion

2. Progression by curriculum area

Key area	EYFS foundation	KS1 development	KS2 deepening
My healthy self	Name basic feelings; talk about healthy food, sleep, exercise and self-care.	Describe healthy routines; identify factors that support wellbeing; recognise when and how to ask for help.	Explain links between physical and mental health; evaluate choices and develop sustainable wellbeing strategies.
Connecting with others	Talk about family and friendship; share, cooperate and show kindness.	Recognise different families; build friendships; manage disagreements; understand respectful boundaries.	Build healthy relationships; recognise unhealthy behaviours; communicate assertively; understand consent and mutual respect.
The online world	Begin to understand that technology is shared and has rules; ask an adult for help.	Keep personal information private; recognise safe/unsafe online situations; understand that not everything online is reliable.	Evaluate sources, misinformation and manipulation; understand digital footprints, privacy and responsible communication.
Staying safe	Recognise simple rules, hazards and trusted adults.	Identify risks at home, school, outdoors and online; know basic emergency/help-seeking actions.	Assess risk and consequences; respond to pressure; recognise exploitation/manipulation and know routes to support.

Key area	EYFS foundation	KS1 development	KS2 deepening
Health protection	Develop hygiene and healthy routines; know simple ways to stay safe.	Understand germs, hygiene, medicines and basic prevention; know when to seek help.	Understand prevention, health protection, first aid (where included), and how choices affect health.
Growing up	Use accurate everyday language for body parts and feelings; recognise that people grow and change.	Learn age-appropriate body changes and personal privacy; understand that bodies develop differently.	Understand puberty, menstruation and wider physical/emotional changes; prepare for transition with accurate vocabulary and help-seeking.
Citizenship / wider world	Belonging, rules, fairness, sharing and taking turns.	Community, rights/responsibilities, money basics and respect for differences.	Democracy, diversity, equality, rights/responsibilities, financial literacy and active participation in community.

Vocabulary ladder

Move from familiar everyday words in Reception towards precise, increasingly nuanced RSHE vocabulary in KS2.

3. Vocabulary progression

Concept	EYFS	KS1	KS2
Feelings & wellbeing	happy, sad, cross, worried, calm, tired	emotion, feeling, wellbeing, coping, self-care	mental health, resilience, stress, anxiety, wellbeing, coping strategy
Relationships	family, friend, kind, share, help	relationship, respect, support, disagreement, trusted adult	healthy relationship, unhealthy relationship, assertive, boundary, consent, mutual respect
Safety	safe, danger, rule, help	risk, private, personal information, emergency, trusted adult	risk assessment, consequence, exploitation, manipulation, pressure, safeguarding
Digital life	tablet, phone, internet, rule	online, password, privacy, personal information, reliable	digital footprint, misinformation, manipulation, source, algorithm, online identity
Bodies & growing up	body, grow, change, clean	body part, private, hygiene, change, puberty (as introduced)	puberty, hormones, menstruation, reproduction, consent, privacy
Citizenship	belong, group, fair, rule	community, responsibility, diversity, rights	equality, inclusion, discrimination, stereotype, democracy, rights, responsibility
Health protection	healthy, wash, sleep, food	germs, hygiene, medicine, illness, prevention	infection, prevention, health protection, first aid, treatment
Money / wider world	coin, buy, share	money, save, spend, need, want	budget, income, expenditure, saving, risk, financial decision

4. End-of-phase outcomes: subject-leader view

End-of-phase	What pupils should increasingly be able to do
End EYFS	Use simple language to describe themselves, feelings, families, relationships and routines; show emerging self-regulation and independence; communicate needs; follow safety expectations; seek help from trusted adults.
End KS1	Explain simple choices that support health and safety; describe different families and respectful relationships; recognise personal information and online risks; use basic help-seeking strategies; contribute to groups and communities; begin to make reasoned choices.

End-of-phase	What pupils should increasingly be able to do
End KS2	Use accurate vocabulary and increasingly nuanced reasoning to manage relationships, health, safety and online life; recognise and respond to risk and unhealthy behaviours; understand puberty and changing bodies; respect boundaries and consent; evaluate information; understand rights, responsibilities and wider citizenship; make informed decisions and seek appropriate support.