



PSHE Progression of skills

Area of learning	R	Y1	Y2	Y3	Y4	Y5	Y6
Me and My Relationships	Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried.	Name a variety of different feelings and explain how these might make me behave. Think of some different ways of dealing with 'not so good' feelings Give a wide range of examples of how to deal with some of the 'not so good' feelings and how to help others to do this. Know when I need help and who to go to for help. Know a range of classroom rules and explain why we have them.	Know ways that I can get help, if I am being bullied and what I can do if someone teases me. Suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. Describe some classroom rules we have made together Give ideas about what makes a good friend and describe how I try to be a good friend. Express my feelings in a safe, controlled way.	Accept the views of others and understand that we don't always agree with each other. Recognise ways of helping others to resolve arguments or disputes. Give ideas about how to be a good friend how to make up with a friend if we've fallen out.	Describe how I can tell a person is feeling worried just by their body language. Explain the difference between teasing and bullying. Describe what to do if someone was upsetting me or if I was being bullied. Give an example of how to say 'no' to someone, without being aggressive (mean or unkind). Explain what being 'assertive' means and give a few examples of ways of being assertive.	Give examples of our emotional needs and explain why they are important. Give examples of how to be a good friend and explain why these qualities are important. Give examples of these qualities in action and the difference they make. Give examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills. Explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses).	Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. Know the difference between an active and passive bystander and give examples of how these two different behaviours have an impact on a situation where someone is being bullied Explain what is meant by compromise. Give examples of negotiation and compromise. Explain how to help other people to use negotiation and compromise skills, and give positive feedback during tasks needing these skills. Explain what appropriate touch is and give examples. Explain what inappropriate touch is and give example. Know types of touch that are against the law and suggest ways of getting help if someone experiences inappropriate or illegal touch.



Valuing Difference	<p>Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.</p>	<p>Describe ways in which people are similar as well as different. Explain why things sometimes seem unfair, even if they are not.</p>	<p>Explain how I could help myself if I was being left out. Recognise if someone else is being left out, and I can say some ways I could help them. Give examples of good listening skills and explain why listening skills help us to understand a different point of view.</p>	<p>Give examples of different types of families. Give examples of different community groups and what is good about having different groups. Explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled etc). Explain ways that prejudice can be safely challenged. Understand what tolerance and respect mean and how they can help everyone. Give examples where respect and tolerance have helped to make our classroom a happier, safer place.</p>	<p>Describe ways that people are different besides how they look, including religious or cultural differences. Recognise that people are labelled (stereotyped) and that these labels are often wrong. Explain why it's important to challenge stereotypes that might be applied to me or others. Explain how stereotyping can limit some people's thinking about what they can do or become (aspirations) and why it's important for us to challenge this.</p>	<p>Give examples of how having different groups of people is something to celebrate. Give examples of different faiths and cultures and positive things about having these differences. Describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.) Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p>	<p>Give examples of prejudice-based bullying. Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. Describe how empathy can help people to be more tolerant and understanding of those who are different from them. Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. Give some different examples of what bystanders might do and how their behaviour affects a bullying situation. Give examples of when it might be safe or unsafe to be an active bystander.</p>
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Keeping Myself Safe	<p>Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.</p>	<p>Describe different feelings that I have and how my body behaves when I have them. Understand what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). Give examples of how I keep myself healthy. Explain when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p>	<p>Give examples of safe and unsafe secrets and describe of safe people who can help if something feels wrong. Give examples of the touches I like and those I don't like. Give examples of touches that are ok or not ok (even if they haven't happened to me) and identify a safe person to tell if I felt 'not OK' about something. Explain what medicines are for. Explain that they can be helpful or harmful, and give examples of how they can be used safely.</p>	<p>Give examples of risky situations. Explain how to make a situation less risky or not risky at all. Understand the risks of cigarettes and alcohol. Understand why medicines can be helpful or harmful. Explain why things other than drugs can be helpful and harmful to a person's health, and what can influence a person to take risks. Understand about keeping personal details safe online and why this is important. Explain why information online might not always be true.</p>	<p>Give examples of risky situations and what can make them less risky. Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities) Understand that people have choices about whether they take risks. Recognise the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. Understand the term 'influence' and be aware that things around me (friends, people in the media etc.) could influence my behaviour and decision. Give examples of positive and negative influences, including things that could influence me when I am making decisions.</p>	<p>Give examples of risky situations that happen online (e.g. on a phone) and what I can do to make them less risky. Give examples of things that might influence a person to take risks online and understand that I have a choice. Give examples of a risk that I've experienced relating to this and how I've managed to reduce or remove the risk (applying skills and knowledge). Know the percentage of people aged 11-15 years old that smoke in the UK (3%) and give reasons why some people think it's a lot more than this. Understand how knowing the real norms about smoking can influence people to choose not to smoke and reflect on how this might be the case for other drugs, including alcohol and illegal drugs.</p>	<p>Explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. Give an example of how I have been able to get one (or more) of my emotional needs met. Explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. Give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made. Explain why some people believe that more young people drink alcohol than actually do (misperceive the norm). Explain that if young people know the actual norms they are less likely to take part in the risky behaviour (e.g. drinking alcohol).</p>
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Rights and Responsibilities	<p>Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p>	<p>Give examples of how I look after myself and my environment - at school or at home. Describe some ways that we look after money.</p>	<p>Give examples of things that help me to be settled and calm in the classroom. Give examples of when I've used some of these ideas to help me when I am not settled.</p>	<p>Give an example of a fact and of an opinion. Describe ways of checking whether something is a fact or just an opinion. Explain some of the ways that people online might try to trick people by presenting 'false facts' and say what I can do to keep myself safe from being tricked. Explain how as I get older I start to take more responsibility for keeping myself safe and give an example of this. Understand how to help the people who help me, and give examples.</p>	<p>Understand that I can make a difference in relation to different things such as the environment, looking after people (including friends) and give an example of one of these. Explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. Explain that things I see on TV, in newspapers or their websites might not give all the facts or might be biased (give one set of views, not them all). Explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things. Explain how money is a limited resource and we have choices and decisions to make about how to spend it, give examples of these decisions and how they might relate to me.</p>	<p>Give examples of some of the rights and related responsibilities I have, as I grow older, at home and school. Explain some of the wider rights and responsibilities that we have, such as to the community or the environment. Give examples of things that I am responsible for to keep myself healthy. Explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers. Explain that local councils spend money on services where I live and give examples of one of these services. Understand that local councils have to make decisions about how money is spent on things we need in the community.</p>	<p>Explain how people's social media profiles often give a biased view of them. Explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. Give examples of some of the ways a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use. Give examples of things that have an impact on the environment and explain how groups of people in the community help to do this. Explain that what 'environmentally sustainable' living means and give examples of how we can live in a more 'sustainable' way. Give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this. Describe different ways of saving money and understand the advantages and disadvantages of different ways of saving money.</p>
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Being my Best	Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.	Recognise what I can do if I find something difficult. Know why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	Describe things that I can do to help keep me healthy. Name different parts of my body that are <i>inside</i> me and help to turn food into energy. Know what I need to get energy. Explain how setting a goal will help me to achieve what I want to be able to do.	Explain what 'responsibility' means and give examples of things that relating to my health that I can take responsibility for. Recognise a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it. Describe aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these.	Give examples of different things that I do already that help to me keep healthy. Explain the benefits of looking after myself both now and in the future. Give examples of some of the things that I do already to help look after my environment. Explain the benefits of looking after my environment both now and in the future, and for future generations.	Give an example of when I have had increased independence and how that has also helped me to show responsibility. Explain that the images for celebrities I see of people on TV, online doesn't always give a true picture of what they are really like (in looks and personality). Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	Describe how I can overcome problems and challenges on the way to achieving my goals. Give examples of ways that I've overcome challenges and barriers to achieving my goals. Understand that risks can be physical or emotional. Give examples of an emotional risk and a physical risk. Describe the things I (and others) can do to reduce or remove risk in different situations.
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Growing and Changing	<p>Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p> <p>Understand that babies are made by a man and a woman.</p> <p>Use the correct vocabulary when naming the different parts of the body.</p> <p>Know how to keep themselves safe.</p>	<p>Identify an adult I can talk to at both home and school if I need help.</p> <p>Describe things I can do now that I couldn't do when I was a baby and a toddler.</p> <p>Describe things that I can do now that I couldn't do last year and some things that I am still learning to do.</p> <p>Name some body parts which are inside my body and some which are outside.</p> <p>Know what some of my body parts do.</p>	<p>Describe things that help us grow (e.g. food, rest and sleep, care).</p> <p>Explain who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</p> <p>Give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p> <p>Give examples of how to give support to someone.</p> <p>Give examples of how to give feedback to someone.</p>	<p>Describe what makes a positive relationship and things that make a negative relationship.</p> <p>Know what is needed to make a new human being (egg and sperm) and who produces these.</p> <p>Know what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p> <p>Understand what 'body space' is and when it might be OK to go into someone's body space and when they can go into mine.</p> <p>Identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p> <p>Identify unsafe secrets that make me feel uncomfortable and who I can talk to about it.</p>	<p>Label some parts of the body that both boys and girls have.</p> <p>Label some parts of the body that only boys have and only girls have.</p> <p>Describe how some parts of the body change during puberty.</p> <p>Name some of the difficult feelings someone might have as they go through puberty.</p> <p>Explain some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>Know who can get married and how old they have to be and I explain why people get married.</p>	<p>Explain what resilience is and how it can be developed.</p> <p>Recognise good and not so good feelings that people have, and how having resilience can help.</p> <p>Describe how I can develop my confidence/resilience.</p> <p>Recognise different ways in which we can experience change (puberty, moving, family breakup or bereavement).</p> <p>Describe that I can prepare for changes (e.g. to get the facts, talk to someone). I can suggest ways to cope with strong emotions in response to change</p> <p>Recognise the ways my body responds when I may need help.</p> <p>Identify when I need help and can the trusted adults in my life who can help me.</p> <p>Recognise when others may need to get help and know how to advise them to talk to a trusted adult.</p>	<p>Give an example of a secret that can be kept private (confidential).</p> <p>Give an example of a secret that should be shared with a trusted adult.</p> <p>Offer advice about whether a secret should be kept or shared, and whom it should be shared with.</p> <p>Explain what the word 'puberty' means and give some examples of some of the physical changes associated with it.</p> <p>Describe some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>Suggest ways in which a person can feel better about their body changing and see it in a positive way.</p> <p>Give examples of something that someone can do or say that can make a person feel good about themselves and something that may make a person feel not so good.</p> <p>Give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p> <p>Give examples of things that I can do or say to myself that can help me feel good about myself.</p>
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