

PSHE Progression of Skills

<u>Year Group</u>	<u>Relationships</u>	<u>Living in the Wider World</u>	<u>Health and Wellbeing</u>
<u>Reception</u> Key Skills – 1. listen to others 2. take turns to express a view 3. identify how people are feeling 4. ask questions 5. wonder about ideas 6. begin to recognise what is fair and unfair (CA) 7. notice similarities and differences between self and others 8. understand how own actions may have consequences (CA) 9. ask for help if unsure what to do 10. know that there are rules in class and school 11. know that everyone can do things to improve their surroundings (CA)	<u>Children will be taught to:</u> • recognise ways in which family and friends should care for each other • be able to say what is fair and unfair (CA) • recognise the difference between secrets and surprises and know the importance of not keeping adult secrets, only surprises • understand that bodies and feelings can be hurt	<u>Children will be taught to:</u> • show that they can contribute to the life of the classroom by sharing ideas and equipment • understand and follow simple rules and know how these help them to feel safe and happy • recognise that other people and living things have needs and that they can contribute to meeting them (CA)	<u>Children will be taught to:</u> • learn ways to keep themselves clean by handwashing, teeth brushing etc. • name the main body parts • describe how people grow from young to old • talk about their feelings; both good and not so good, and ways to begin to manage these • talk about feelings of change and loss
<u>Year 1</u> Key Skills – 1. listen carefully to others 2. play and work cooperatively 3. recognise effects of own behaviour on others and use this to help make choices (CA) 4. ask relevant questions 5. begin to compare ideas 6. fairness in dealings with others (CA) 7. similarities and differences between people in local setting and also in wider context (CA) 8. some basic way to avoid, manage and resolve conflict 9. describe feelings about changes in own life and locally (CA) 10. understand how rules can help us	<u>Children will be taught to:</u> • understand what it means to be a family and how families are different • how to tell someone if they are worried about something in their family • what it means to keep something private including parts of the body that are private • identify different types of touch and how to respond if being touched makes them feel uncomfortable or unsafe • recognise kind and unkind behaviour	<u>Children will be taught to:</u> • look after other people and living things • understand that there are different rules for different situations, e.g. class, home, outside • be a safe pedestrian • how to use the Internet safely • recognise that people have different strengths • recognise people whose job it is to help us in the	<u>Children will be taught to:</u> • take care of themselves on a daily basis and basic hygiene routines • recognise healthy and unhealthy food, including sugar intake • understand that physical activity helps to keep us healthy • keep safe in the sun • know that they are special and unique • recognise different kinds of

PSHE Progression of Skills

11. knowing that everyone can do things to improve surroundings and support others (CA)	understand the need for class rules, being polite to others and taking turns	- community - be able to talk about different jobs and the work people do	feelings and understand that feelings can affect behaviour - whom to tell and how to manage when finding things difficult - keep safe online and know that some films, games, toys and play areas have age restrictions
<u>Year 2</u> Key Skills – 1. state opinions and start to give reasons for these 2. help to ensure that everyone in own group is included 3. learn from mistakes and use feedback 4. consider merits of different viewpoints (CA) 5. compare ideas 6. what fairness means, what it can mean to be rich or poor in local and other contexts (CA) 7. valuing diversity of cultures and societies within and beyond own experience (CA) 8. some basic way to avoid, manage and resolve conflict at personal, classroom and household levels 9. describe feelings about changes and events in own setting 10. how to take part in making rules in own class/school 11. belief that people can make a difference, both on their own and when they work together (CA)	<u>Children will be taught to:</u> - how to be a good friend and strategies for positive play with friends - positively resolve arguments between friends and how to seek help if feeling lonely or unhappy - recognise hurtful behaviour and bullying - how to resist pressure to do something that feels uncomfortable or unsafe - recognise similarities and differences between friends - how to share ideas and listen to others, take part in discussions, and give reasons for their views.	<u>Children will be taught to:</u> - recognise the role they play in different groups, and how they can help people from different groups to feel included - recognise the rights and responsibilities that they have in school and the wider community - recognise the purpose and value of the internet, but be aware that information online might not always be true - understand how money can be kept and looked after - understand that people are paid money for the jobs they do - consider how people make choices about spending money, including thinking about needs and wants	<u>Children will be taught to:</u> - understand that sleep and rest are vital for good health - know what is necessary for good dental health - manage feelings involved with change and loss, including bereavement - identify the main parts of the body, including external genitalia - describe the human lifecycle, in terms of growing from young to old - recognise risk in the home and outside it, (including electricity, chemicals, railways, water etc) - recognise that medicines can help us to feel better, but must not be misused - get help in an emergency, calling 999
<u>Year 3</u>	<u>Children will be taught to:</u>	<u>Children will be taught to:</u>	<u>Children will be taught to:</u>

PSHE Progression of Skills

Key Skills – 1. express own views and ideas on issues clearly, using a range of appropriate methods (CA) 2. work cooperatively to solve problems or achieve goals (CA) 3. identify connections between personal decisions and issues affecting people locally and globally (CA) 4. begin to identify bias and opinion 5. suggest a way to solve a problem 6. willingness to stand up and speak up for others (CA) 7. valuing contributions of different cultures to our lives 8. some causes and effects of conflict at all levels from personal to global (CA) 9. describe feelings about changes and events in own setting and the wider world (CA) 10. understand the need for rules in own school 11. belief that individuals and groups can improve situations (CA)	• recognise that there are different types of families including blended, same-sex, foster and adoptive etc. • know what to do if someone in the family is making them feel unhappy or unsafe • recognise and respect personal boundaries (including online) • keep themselves safe online by not sharing passwords or personal details • recognise bullying behaviour and who to tell if they experience or witness it • model respectful behaviour in different situations and know how it is shown in different cultures	• understand the importance of their own and other people's rights and responsibilities • recognise that online information and images may be altered • develop strategies to recognise when games and websites may not be suitable for their age-group • report online concerns by telling a trusted adult • know about different jobs that people do and challenge stereotypes relating to them • acknowledge that their own skills and hobbies may link to future jobs	• identify healthy and unhealthy choices in relation to exercise, sleep and food • recognise that habits may be changed, stopped or maintained • understand that their habits may have a positive or negative effect on their lifestyle • identify and talk about feelings and recognise that they are not always expressed through words • manage and learn from setbacks • identify hazards at home and in school • understand the importance of fire safety and the need for smoke alarms • keep themselves safe in relation to road, rail, water and fireworks
<u>Year 4</u> Key Skills – 1. give reasons, evidence and examples in support of an opinion 2. use knowledge of others' viewpoints to resolve problems and compromise (CA) 3. explore reasons for negative feelings towards others and in new or difficult situations 4. give evidence for an argument, assess different viewpoints and present counter-arguments 5. use different approaches to	<u>Children will be taught to:</u> • recognise the features of healthy friendships, such as trust, respect and sharing interests; and know that there may be risks in communicating with online friends • differentiate between playful teasing, hurtful behaviour and bullying • manage pressures associated with dares • know when it is right to break a	<u>Children will be taught to:</u> • recognise that they belong to various communities and the benefit of these • show compassion towards others in need and the shared responsibilities of caring for them • understand that things shared online have a digital content	<u>Children will be taught to:</u> • identify ways to maintain a balanced, healthy lifestyle, physically and mentally and recognise early signs of physical illness • understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health

PSHE Progression of Skills

solve problems 6. offence at unfair treatment of others locally and globally (CA) 7. recognising the nature of prejudice racism and sexism and ways to combat these (CA) 8. strategies for managing, resolving and preventing conflict, including win-win solutions 9. use strategies to cope with challenging times 10. understand the need for rules in own school and wider society and how people can take part in making and changing them(CA) 11. willingness to cooperate with others to change things for the better (CA)	confidence or share a secret • understand how people may behave differently online, possibly pretending to be someone they are not • recognise differences between people such as gender, race and faith • respect differences and similarities between people and use a sensitive vocabulary to discuss these	• recognise that online sites may use personal information to target advertisements • keep track of money and know about different ways to pay for things e.g. cash, cards e-payment • understand how people make spending decisions based on their budget, values and needs • understand that spending money can have positive or negative effects on others e.g. charities, single use plastics	• understand the physical and emotional changes during puberty • understand the importance of personal hygiene routines during puberty, including menstrual wellbeing if appropriate for cohort • understand the importance of taking medicines correctly and recognise that all drugs including medicines may have side effects • know that some drugs e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines can become habit forming and affect health and wellbeing
<u>Year 5</u> Key Skills – 1. communicate effectively with attention to audience and purpose 2. take on different roles in group work 3. recognise personal strengths and weaknesses 4. evaluate media and other sources for bias, stereotypes and range of voices and perspectives 5. imagine alternative possibilities and suggest new ideas to solve problems(CA) 6. active concern at injustice, exploitation and denial of human rights(CA) 7. recognising the impacts of stereotyping, prejudice and discrimination and how to challenge these(CA) 8. examples of conflicts past and	<u>Children will be taught to:</u> • recognise peer influence and how it can make people feel or behave • develop strategies to positively resolve disputes and reconcile differences in friendships • recognise when a friendship is making them feel unsafe, worried or uncomfortable • identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • understand that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • recognise what discrimination means	<u>Children will be taught to:</u> • understand the importance of protecting the environment and how everyday actions can either support or damage it • show compassion for the environment, animals and other living things • identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • use basic strategies to assess whether content online e.g. research, news, reviews, blogs are based on	<u>Children will be taught to:</u> • recognise the importance of getting enough sleep to contribute to a healthy lifestyle. • manage risk in relation to sun exposure, including skin damage and heatstroke • understand that some diseases can be prevented by vaccinations and immunisations • understand that medicines can contribute to health and the management of allergies • recognise, respect and express their individuality and personal qualities

PSHE Progression of Skills

present in own society and others(CA) 9. adapt to new situations and explore new ways of seeing local and global issues(CA) 10. understand the basics of how own country is governed 11. willingness to take and informed stand on global issues(CA)	and different types of discrimination e.g. racism, sexism etc. identify online bullying and discrimination of groups or individuals e.g. trolling and harassment	fact, opinion or are biased - recognise unsafe or suspicious content online - think about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities - recognise the importance of diversity and inclusion and be aware of potential stereotyping in career opportunities	- understand the link between participating in interests, hobbies and community groups and mental wellbeing - differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour - how to deal with common injuries using basic first aid techniques - revisit changes at puberty from year 4, ensuring the girls know about menstruation in particular.
<u>Year 6</u> Key Skills – - communicate effectively through a range of media about issues to suit subject, audience and purpose - employ effective strategies for repairing damaged relationships - evaluate ways in which own emotions, words and behaviour can affect people both locally and globally(CA) - analyse own and others' assumptions about people and issues(CA) - keep mind open to new ideas - willingness to take action against injustice and inequity(CA) - importance of language, beliefs and values in cultural identities - importance of resolving conflict fairly(CA) - explore multiple perspectives and alternative visions of the future - understand how a lack of power	<u>Children will be taught to:</u> - recognise the qualities of healthy relationships that help individuals to flourish - that people have the right to choose whom they marry or whether to get married - recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable - get advice and report concerns about personal safety, including online - listen and respect other points of view - how to constructively challenge points of view they disagree with	<u>Children will be taught to:</u> - understand what prejudice means - recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups - understand why people choose to communicate through social media and some of the risks and challenges of doing so - recognise what is appropriate to share online - understand the role that money plays in people's lives and how having or not having money can impact on a person's emotions, health and wellbeing	<u>Children will be taught to:</u> - Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support - Identify how to ask for help and support with loss, grief or other aspects of change - think about the transition to secondary school and how this may affect their feelings - understand what sexual intercourse is, as part of an intimate relationship between consenting adults - understand how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb

PSHE Progression of Skills

and representation can result in discrimination and exclusion(CA) 11. belief that people can often make a greater difference when they take action collectively(CA)		recognise common risks associated with money, including debt, fraud and gambling	- identify types of images that are appropriate to share with others and those which might not be appropriate - understand why age restrictions are important and how they help people make safe decisions about what to watch, use or play
---	--	--	--