



Key Stage 1 Progression in PSHE

Some pupils will achieve less and will be able to:	Most pupils will be able to:	Some will have achieved more and will be able to:
Identify and name some feelings, and may need some support to express and manage these and to express some of their positive qualities	Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings	Demonstrate that they can identify, name and manage a wider range of feelings and recognise and express with confidence their positive qualities
Share their likes and dislikes, and with support, set themselves simple, short term goals	Share their views and opinions and set themselves simple goals	Share their views and opinions and reasons for them, and set more challenging goals both short and medium term
List and describe some things that keep them healthy, and with support make simple choices about aspects of their health	Make simple choices about some aspects of their health and well being and know what keeps them healthy	Make choices about a wider range of aspects of their health and well being, and be more confident in their understanding about what keeps them healthy
Know the basic ways of keeping clean, name the main parts of the body and show a basic understanding of how people grow from young to old	Explain ways of keeping clean, name the main parts of the body and explain that people grow from young to old	Explain ways of keeping clean, name the main parts of the body and describe some of the changes as people grow from young to old and the implications of this
Be able to list some harmful household products and medicines, and, with support, understand some of their harmful aspects and how to keep safe in familiar situations	Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations	Describe more confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations
Begin to understand what bullying is and to recognise that it is wrong, and list some ways to get help if it is happening	Recognise that bullying is wrong and list some ways to get help in dealing with it	Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims
Have some understanding of the effect of their behaviour on other people, with adult support, and cooperate in some less demanding situations	Recognise the effect of their behaviour on other people, and cooperate with others	Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties
Describe simple similarities and differences between people and explain, with support, some ways family and friends should care for one another	Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another	Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another
Take turns to speak with one other person or a small group, and answer simple questions relating to topical issues	Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues	Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates

Some pupils will achieve less and will be able to:	Most pupils will be able to:	Some will have achieved more and will be able to:
With support, recognise simple choices they can make, and usually recognise the difference between right and wrong	Recognise choices they can make and recognise the difference between right and wrong	Recognise and be able to describe more confidently choices they can make and the difference between right and wrong
Understand the rules for their group and classroom, and follow them, sometimes needing support or reminders	Agree and follow rules for their group and classroom, and understand how rules help them	Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour
Understand with support some aspects of what improves and what harms their local environments, and be supported in contributing to looking after them through simple tasks.	Understand what improves and what harms their local, natural and built environments and contribute to looking after them	Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them
To explain simple ideas of different communities, such as family and school, and begin to contribute to the life of the class and school with adult direction and support	Understand that they belong to various groups and communities, such as family and school, and begin to contribute to the life of the class and school	Describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school
Explain in simple terms where money comes from and some different ways in which it can be used	Realise that money comes from different sources and can be used for different purposes	Realise and be able to describe that money comes from different sources and different uses of it