



St. Augustine's Catholic Primary School - PSHE Skills and Progression

EYFS

<p>Building Relationships</p>	<p>Allow the children to settle into the environment before placing them into key groups. Let relationship bonds lead this. Build relationships with parents through home visits and daily contact during drop off and pick up times. Provision time with adults getting to know the children and encouraging them to interact with other children. Share photos and news about me and my family.</p>	<p>Work and play cooperatively and take turns with others.</p>	<p>Form positive attachments to adults and friendships with peers.</p>	<p>Show sensitivity to their own and to others' needs.</p>
<p>Self - Regulation</p>	<p>Introduce class rules for appropriate indoor and outdoor behaviour. Look at carpet time rules for good sitting and listening. Introduce our behaviour expectations. Begin to work in key groups with key worker. Begin to join in with focussed group activities. Begin to join in with talk boost sessions. Introduce jigsaws and simple card/ board games into the environment. Begin to introduce challenges within the provision, adults to provide support, guidance and encouragement to participate.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
<p>Managing Self</p>	<p>Children will be supported to use the toilets, followed by good hand washing. Children will be supported with tasks like blowing their nose and tidying the classroom after play sessions. Children will be supported to take off and put on their own coats, hats and gloves. Children will be supported to take off and put on their shoes and socks following sand play. Children will be supported to put on and take off wet suits and wellington boots for outdoor activities. Introduce carpet rules for good sitting and listening. Introduce class rules for indoor and outdoor behaviour.</p>	<p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p>



St. Augustine's Catholic Primary School - PSHE Skills and Progression

Year  
1

Relationships	Families and friendships	Roles of different people Families Feeling cared for	Understand who is in my family 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.
	Safe relationships	Recognising privacy Staying safe Seeking permission	Explain what we mean by 'behaviour'. Describe or demonstrate behaviour that can be helpful/unhelpful, kind/unkind. Know when I need help and who to go to for help.
	Respecting ourselves and others	How behaviour affects others Being polite and Respectful	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. Reflect on the impact of kind/unkind actions
Living in the Wider World	Belonging to a community	What rules are Caring for others' needs Looking after the environment	Know a range of classroom rules and explain why we have them. Understanding how to care for others – in school or at home
	Media literacy and digital resilience	Using the internet and digital devices Communicating online	Give examples of how I look after myself and my environment - at school or at home. Talk about appropriate games and the importance of telling an adult if something upsets them whilst online How to recognise and report feelings of being unsafe or feeling bad about any adult.
	Money and work	Strengths and interests Jobs in the community	Recognise what they are good at and how they are achieving and improving Understanding different jobs people may have in the community
Health and Wellbeing	Physical health and Mental wellbeing	Keeping healthy Hygiene routines Medication	Give examples of how I keep myself healthy. To know about basic personal hygiene routines. To understand how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others. Explain when medicines might be harmful (e.g., overdose, if not needed, another person's medicine, etc.)
	Growing and changing	Recognising what makes them unique and special Feelings Managing when things go wrong	Identify special people in my life. Describe what makes them special. Discuss and describe ways to care for special people. Suggest some ways I can help special people to care for them.
	Keeping safe	How rules and age restrictions help us Keeping safe online	Explain what a secret is and what it means to keep a secret and identify when it is appropriate/ inappropriate to keep them. Explain why things sometimes seem unfair, even if they are not. Describe what fair and unfair means to them.



St. Augustine's Catholic Primary School - PSHE Skills and Progression

Year  
2

Relationships	Families and friendships	Making friends Feeling lonely and getting help	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.
	Safe relationships	Safe relationships Managing secrets	About different kinds of change that have occurred since starting school. About the kinds of loss that can make us feel sad (loss of a pet, moving house, loss of a relative). How I can help myself and others manage sad feelings.
	Respecting ourselves and others	Resisting pressure and getting help Recognising hurtful behaviour	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. How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets
Living in the Wider World	Belonging to a community	Respecting ourselves and others Recognising things in common and differences Playing and working cooperatively	How to recognise who to trust and who not to trust, Managing conflict How to manage these situations and how to seek help or advice from others How to judge when a friendship is making them feel unhappy or uncomfortable
	Media literacy and digital resilience	The internet in everyday life Online content and information	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Understand that not everything they see online is true or trustworthy and that people can pretend to be someone they are not
	Money and work	What money is Needs and wants Looking after money	What money is - that money comes in different forms 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
Health and Wellbeing	Physical health and Mental wellbeing	Why sleep is important Medicines and keeping healthy Keeping teeth healthy	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
	Growing and changing	Growing older Naming body parts Moving class or year	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. To know the biological differences between male and female animals including humans and their roles in the life cycle
	Keeping safe	Safety in different environments Risk and safety at home Emergencies	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Road Safety Simple First Aid



Relationships	Families and friendships	What makes a family Features of family life	How families differ from each other (including that not every family has the same family structure, e.g., single parents, stepparents, blended families, foster and adoptive parents) How common features of positive family life often include shared experiences, e.g., celebrations, special days, or holidays
	Safe relationships	Personal boundaries Safely responding to others The impact of hurtful behaviour	How to help keep their body protected and safe, e.g., wearing a seatbelt, stabilizers etc That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable
	Respecting ourselves and others	Recognising respectful behaviour The importance of self-respect Courtesy and being polite	How people within families should care for each other and the different ways they demonstrate this How to ask for help or advice if relationships are making them feel unhappy, worried, or unsafe How to be respectful towards people who may live differently to them
Living in the Wider World	Belonging to a community	Community Life The value of rules and laws Rights, freedoms and responsibilities	How they belong to different groups and communities, e.g., friendship, faith, clubs, class etc What is meant by a diverse community and 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
	Media literacy and digital resilience	How the internet is used Assessing information online	How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)
	Money and work	Different jobs and skills Job stereotypes Setting personal goals	Understand that people work for money and that they can't have everything they want. Recognise jobs that people can do - both and female Setting aspirations for the future - primary school, secondary school etc
Health and Wellbeing	Physical health and Mental wellbeing	Health choices and habits What affects feelings Expressing feelings	How regular physical activity benefits bodies and feelings How to be active on a daily and weekly basis - how to 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
	Growing and changing	Personal strengths and achievements Managing and reframing setbacks	Identify what they are achieving in and what they want to develop further Make own choices about what they want to achieve in next Developing resilience to keep trying when experiencing setbacks
	Keeping safe	Risks and hazards Safety in the home, local environment and unfamiliar places	How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)

How to react and respond if there is an accident and how to deal with minor injuries e.g., scratches, grazes, burns  
 What to do in an emergency, including calling for help and speaking to the emergency services




St. Augustine's Catholic Primary School - PSHE Skills and Progression

Year  
4

Relationships	Families and friendships	Positive friendships, including online	How to recognise personal qualities and individuality How to develop self-worth by identifying positive things about themselves and their achievements
	Safe relationships	Responding to hurtful behaviour Managing confidentiality Recognising risks online	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
	Respecting ourselves and others	Respecting differences and similarities Discussing difference sensitively -gender, race, faith, values, respect, differences,	That everyone should feel included, respected and not discriminated against; 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
Living in the Wider World	Belonging to a community	What makes a community Shared responsibilities	How to recognise, predict, assess and manage risk in different situations 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;
	Media literacy and digital resilience	How data is shared and used digital	How people's behaviour affects themselves and others, including online – and how to report concerns How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
	Money and work	Making decisions about money Using and keeping money safe	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)
Health and Wellbeing	Physical health and Mental wellbeing	Maintaining health Dealing with injuries Oral hygiene and dental care	When it is appropriate to use first aid and the importance of seeking adult How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions

Growing and changing	Physical and emotional changes in puberty External genitalia Personal hygiene routines	About puberty and how bodies change during puberty How puberty can affect emotions and feelings How personal hygiene routines change during puberty How to ask for advice and support about growing and changing and puberty
Keeping safe	Medicines and household products; drugs common to everyday life	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

 <p style="text-align: center;">St. Augustine's Catholic Primary School - PSHE Skills and Progression</p>			Year 5
Relationships	Families and friendships	Managing friendships and peer influence	About the different types of relationships people have in their lives How friends and family communicate together. How individuality and personal qualities make up someone's identity
	Safe relationships	Safe relationships Physical contact and feeling safe	How knowing someone online differs from knowing someone face-to-face How to recognise risk in relation to friendships and keeping safe How to respond if a friendship is making them feel worried, unsafe, or uncomfortable
	Respecting ourselves and others	Responding respectfully to a wide range of people Recognising prejudice and discrimination	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)
Living in the Wider World	Belonging to a community	Protecting the environment Compassion towards others	How people have a shared responsibility to help protect the world around them How everyday choices can affect the environment How to show care and concern for others (people and animals)
	Media literacy and digital resilience	How information online is targeted Different media types, their role and impact	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 How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety How the internet and social media can be used positively
	Money and work	Identifying job interests and aspirations What influences career choices Workplace	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
	Physical health and	Healthy sleep habits	Why people choose to use or not use different drugs – nicotine

Health and Wellbeing	Mental wellbeing	Sun safety Drug and medicine use	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 people if they have concerns about any drug use
	Growing and changing	Personal identity Recognising individuality and different qualities Mental wellbeing Puberty	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 About puberty and how bodies change during puberty, including menstruation
	Keeping safe	Keeping safe in different situations, including responding in emergencies, first aid	How to carry out basic first aid: burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions 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 service



St. Augustine's Catholic Primary School - PSHE Skills and Progression

Year  
6

Relationships	Families and friendships	Attraction to others Civil partnership and marriage	That people have different kinds of relationships in their lives, That people who are attracted to and love each other care and support one another
	Safe relationships	Recognising and managing pressure Consent in different situations	That adults can choose to be part of a committed relationship or not, including marriage or civil partnership That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
	Respecting ourselves and others	Expressing opinions and respecting other points of view, including discussing topical issues	How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them That people can express difference without using unkind or aggressive words.
Living in the Wider World	Belonging to a community	Valuing diversity Challenging discrimination and stereotypes	To discuss and debate what influences people's decisions, taking into consideration different viewpoint Understand that others may have a different opinion to their own, but both are correct
	Media literacy and digital resilience	Evaluating media sources Sharing things online	How text and images can be manipulated or invented; strategies to recognise this To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts To recognise unsafe or suspicious content online and what to do about it
	Money and work	Influences and attitudes to money Money and financial risks	How people make decisions about spending and saving money and what influences them How to recognise what makes something 'value for money' and what this means to them That there are risks associated with money (it can be won, lost or stolen)
	Physical health and	What affects mental health and ways to take care of it	How to make decisions about the content they view online or in the media and know if it is appropriate for their age range

Health and Wellbeing	Mental wellbeing	Managing change, loss and bereavement Managing time online	How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on That anyone can experience mental ill-health and to discuss concerns with a trusted adult
	Growing and changing	Physical changes including puberty Increasing independence Managing transition	How puberty relates to growing from childhood to adulthood Independence comes with increased opportunities and responsibilities How friendships may change as they grow and how to manage this How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing
	Keeping safe	Keeping personal information safe Regulations and choices Drug use and the law Drug use and the media	That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one How legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school