

PSHE Progression of Skills

Me and My Relationships

<u>Reception</u>	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>	<u>Year Six</u>
I can recognise and be sensitive to the differences of others.	I can name different feelings and how they might make me behave.	I understand we have different ways to express our feelings.	I can communicate my feelings and use this to try to manage my emotions.	I can talk about how feelings change and be different for others.	I can be assertive to keep myself happy, healthy and safe.	I can work through challenges I have with my friends with respect, assertiveness and understanding.
I can name people who help me and describe ways to help others.	I can suggest ways of dealing with 'not so good' feelings and how to help others.	I can express my feelings in a safe, controlled way.	I can collaborate with a team to achieve a goal.	I can read different emotions by a persons body language.	I can use strategies to resolve arguments or disagreements.	I can give examples of negotiation and compromise. I can use these skills in practical situations.
I can talk about feelings and what can cause them.	I can recognise when I need help and who to ask.	I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.	I can accept I may not always agree with others.	I can say 'no' in a calm and controlled way.	I can reflect on my behaviour, attitudes and qualities.	I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.
I can tell you which trusted adults I can ask for help.	I can listen to others and wait my turn to speak.	I can tell someone how they are making me feel.	I can listen and share my opinions respectively.	I can name some qualities or strategies that help team work. I am aware of others and their needs when working together.	I am aware of the warning signs that a relationship could be unhealthy or unsafe.	I can use assertive behaviours to keep myself safe from peer influence or pressure.
I can help a friend if they are sad or worried.	I can tell you which trusted adults at home and school keep me safe.	I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.	I can say why friends may fall out and how they can make up. I know how to look after my friends and stay friends.	I can say what to do if I am, or a friend is, hurt or bullied by another person. I can recognise the qualities of a healthy relationship.	I can manage my emotional needs and any risks to them. I can respond to emotions according to the situation and person.	I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.

Valuing Difference

<u>Reception</u>	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>	<u>Year Six</u>
I can celebrate our differences.	I can say ways in which people are similar as well as different.	I can be respectful of those who are different to me.	I can give examples of different types of family. I respect these differences.	I can say how differences sometimes cause conflict but can also be something to celebrate.	I can give examples of different faiths and cultures and positive things about having these differences.	I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.
I can talk about my family life.	I can say why things sometimes seem unfair, even if they are not to me.	I can describe how someone can change someone's feelings.	I can give examples of different community groups and what is good about having different groups.	I can begin to manage conflict by using negotiation and compromise.	I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	I can show respect to others by using verbal and non-verbal communication.
I can listen and be polite to what others tell me about their lives.	I can talk about what bullying is.	I can tell you why it is important to show good listening to people who think differently to me.	I can use respectful language and communication skills when discussing with others.	I can suggest strategies for dealing with someone who is behaving aggressively.	I can empathise with people who have been, and currently are, subjected to injustice, including through racism.	I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.
I can be kind, caring and helpful to others.	I can say ways to show kindness towards others.	I can name and suggest strategies to someone who feels left out.	I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	I can demonstrate ways of showing respect to others' differences.	I can explain how people sometimes aim to create an impression of themselves online that is not real and what might make them do this.	I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.
I can show good listening.		I can be kind and use kind words to my friends.	I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together. I can suggest ways to deal with bullying and prejudice.	I can explain why it's important to challenge stereotypes that might be applied to me or others.	I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it. I can reflect on how individual/group actions can impact on others in a positive or negative way.	I can recognise how the media can reinforce gender stereotypes and begin to challenge this.

Keeping Safe

<u>Reception</u>	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>	<u>Year Six</u>
I can tell you what my body needs to stay healthy.	I can talk about the things my body needs to stay well (exercise, sleep, healthy foods).	I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.	I can say what I could do to make a situation less risky or not risky at all.	I can demonstrate strategies for dealing with a risky situation.	I can suggest what someone should do when faced with a risky situation.	I can use safe, respectful and responsible behaviours and strategies when using social media.
I can make safe decisions around medicines and things I don't know.	I can say what I can do if I have strong, but not so good feelings, to help me stay safe.	I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.	I can demonstrate strategies for dealing with a risky situation.	I can give examples of people or things that might influence me to take risks and make decisions.	I can protect my personal information online. I can recognise disrespectful behaviour online.	I can give examples of how to safely share images online.
I can name some things that can be dangerous inside and outside.	I can say 'no' to unwanted touch and ask for help from a trusted adult.	I can say what I do and don't like and who to ask for help.	I can identify some key risks from and effects of cigarettes and alcohol.	I can give reasons for why most people choose not to smoke, or drink too much alcohol.	I can identify the risks in a specific situation (including emotional risks).	I can explain how social norms around alcohol can influence a persons decision whether to drink alcohol or not.
I can tell you what is safe to play online and who to talk to if I feel worried.	I can say when medicines can be helpful or might be harmful.	I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.	I can give examples of strategies for safe browsing online.	I can explain what might happen if people take unsafe or inappropriate risks.	I can discuss social norms relating to cigarettes and what may influence a persons decision to not smoke.	I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.
I can name the adults who keep me safe and when I might need their help.	I can tell you how to stay safe around medicine.	I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.	I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.	I can identify images that are safe or unsafe to share online.	I can support someone who is being bullied.	I can support someone who is being bullied.

Rights and Respect

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I can help my family.	I can wash my hands correctly.	I can make choices that help me play and work well with others.	I can identify people who help me in different ways.	I can name some responsibilities and rights that I have.	I can develop ideas and opinions based on a current issue. I can present these with a group.	I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.
I can help to clean and tidy my home and classroom.	I can name ways to look after my home and school.	I can use some strategies when I feel upset or angry.	I can spot 'facts' and 'opinions' to help me share ideas.	I can spot 'facts' and 'opinions' to help me share ideas.	I can identify how the responsibilities of others impact me and my community.	I can discuss the reasons why people post online and the positive and negative effects relating to social media.
I can tell you some ways to look after our world.	I can look after a special person or thing.	I can ask for help from a trusted adult.	I can make a plan to help the environment.	I can give my own opinion based on facts, opinions and other influences.	I can give examples of barriers that can stop others following their responsibilities.	I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.
I can be kind to friends and others.	I can get help if someone has hurt themselves.	I can name some ways I can look after my environment.	I can choose a method to help the environment.	I can give examples of how I can support others as a bystander.	I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me.	I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.
I can talk about looking after money.	I can tell you some things that money is spent on.	I can make choices with money.	I can identify different times and reasons to spend money. I can give examples of how people earn money.	I can explain how others have a financial responsibility to their families and community. I can give examples of choices and decisions with money that will affect me.	I can suggest ways to spend and save money responsibly. I can explain some things about finance and money and name a person who deals with money in my community.	I can suggest ways that I can help my environment. I can give examples of why we need a democratic society and how laws keep us safe.

Being my Best

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I can keep trying if the way I choose doesn't work.	I can choose a healthy meal with different food groups.	I can explain what happens when I learn something new.	I can choose foods that make a balanced meal.	I can say how being unique makes everyone special, different and valuable.	I can explain how one organ functions and how it contributes to the health of my body.	I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.
I can talk about the different types of feelings we have.	I can be persistent when learning a new skill.	I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	I can explain how washing hands can prevent infections spreading.	I can give examples of choices I make and the choices others make for me.	I can explain how choices relating to smoking and drinking can effect a persons health.	I can set goals so that I can achieve an aspiration.
I can have a go at something new.	I can name a few different ideas of what I can do if I find something difficult.	I can explain how hand hygiene stops virus' and germs from spreading.	I can describe how food, water and air get into the body and blood.	I can plan a healthy, balanced meal.	I can think of ways to improve a skill and the strategies that will help me do this.	I can tell you how I can overcome problems and challenges on the way to achieving my goals.
I can make my own healthy food choices.	I can help my friends when they fall out.	I can give examples of what I can do and give to my body to stay healthy.	I can set goals and make a plan to develop a new skill.	I can give examples of the ways people can look after their physical and mental wellbeing.	I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	I can identify risk factors in a given situation.
I can make healthy sleep and exercise choices.	I can explain why praise helps me to keep trying.	I can name different parts of my body that are inside me and help to turn food into energy		I can give different examples of some of the things that I do already to help look after my environment.	I can give examples of how I am independent and manage my own success.	I can assess the level of risk and explain how a risk can be reduced.

Growing and Changing

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I can describe the different seasons. I can describe the life cycle of an animal. I can describe how a baby grows to an adult and what they might need.	I can describe the life cycle of a human. I can tell you some things a baby might need. I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.	I can give support to a friend. I can describe feelings of loss and suggest what someone can do if a friend moves away. I can describe the stages of growth I have been through and what I look forward to in my future. I can talk about keeping private parts private. I can tell you the PANTS rule.	I can tell you some of the different relationships I have. I can explain what body space is and how it feels when someone is too close to me. I can tell you what qualities a healthy positive relationship has. I can name the human private parts that are used to make a baby.	I can describe how change can make a person feel (both negative and positive). I can explain why young people can have mixed up feelings when they go through puberty. I can describe how a girls and boys body will change when it reaches puberty. I can explain why puberty happens. I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.	I can begin to manage challenging emotions by building my resilience. I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict. I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe. I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.	I can name some of the feelings and emotions people have during change. I can give examples of how someone could cope with or get support during puberty. I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. I can explain how to stay safe when sharing images and information online. I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.