



**Warton St. Paul's Primary Academy
PSHE Progression of Skills
2022-2023**

EYFS		Year 1	Year 2	Year 3/4	Year 5	Year 6
<p>PSED</p> <p>Children play co-operatively, talking turns with others. They take account of others ideas and show sensitivity to others' needs and feelings. They form positive relationships with adults and other children. Children talk about how they and others show feelings,. They talk about their own and other's behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group and understand and follow the rules. They adjust their behaviour to different situations.</p>	<p>Relationships</p>	<p>Children can name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</p>	<p>Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals.</p>	<p>Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.</p> <p>They can express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to cope with some friendship problems.</p>	<p>They can identify ways to face new challenges. They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</p>	<p>They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.</p>
<p>Children are confident to try new activities, and say why they like some more than others. They are confident to talk in a familiar group about</p>	<p>Health and Wellbeing</p>	<p>Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that</p>	<p>Children can make simple choices about some aspects of their health and wellbeing and know what keeps them healthy. Children</p>	<p>Children can make choices about how to develop healthy lifestyles.</p> <p>They can list the commonly available</p>	<p>They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in</p>	<p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting</p>

<p>their ideas. They say when they do or don't need help. Children know they importance for good health of physical exercise, a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs including dressing and going to the toilet.</p>		<p>people grow from young to old.</p>	<p>can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</p>	<p>substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They understand when they should keep secrets and promises, and when they should tell somebody about them</p>	<p>different familiar situations.</p>	<p>their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p>
<p>Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Living in the wider world</p>	<p>Children can explain different ways that family and friends should care for one another.</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.</p>	<p>Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can show how they care for the environment (e.g. animals and school grounds) They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for</p>	<p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p>	<p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>

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