Skills Progression

Subject area: PSHE

Curriculum leader: Emma Cook

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Express some of their	Demonstrate that they can	Recognise their own worth, but may	Recognise their own worth, but may	Demonstrate that they recognise	Demonstrate more confidently that	
New	positive qualities, and	identify, name and manage a	need support to demonstrate or	need support to demonstrate or	their own worth and that of	they recognise their own worth,	
	identify, name and	wider range of feelings and	express that, and also to identify	express that, and also to identify	others, and identify positive	support others in recognising theirs,	
beginnings	demonstrate that they	recognise and express with	ways to face new challenges	ways to face new challenges	ways to face new challenges	and identify an demonstrate ways to	
	can manage some	confidence their positive				face new challenges	
Staying	feelings	qualities	Express their views, and listen to	Express their views, and listen to	Express their views confidently,		
Healthy			those of others, sometimes needing	those of others, sometimes needing	and listen to and show respect	Express their views confidently, and	
nearny	Share their views and	Share their views and opinions	reminders about how to show respect	reminders about how to show respect	for the views of others	show how their views can develop in the	
	opinions and set	and reasons for them, and set	for others	for others		light of listening to others	
Getting on	themselves simple goals	more challenging goals both			Discuss some of the bodily and		
and falling		short and medium term	Understand some of the bodily and	Understand some of the bodily and	emotional changes at puberty,	Discuss some of the bodily and	
out	Make simple choices		emotional changes at puberty, and,	emotional changes at puberty, and,	and demonstrate some ways of	emotional changes at puberty and	
	about some aspects of	Make choices about a wider	with support, how to deal with these	with support, how to deal with these	dealing with these in a positive	understand how they might affect	
	their health and well	range of aspects of their	in a positive way	in a positive way	way	them, and demonstrate some ways of	
Say no to	being and know what	health and well being, and be		. ,		dealing with these in a positive way	
bullying	keeps them healthy	more confident in their	Name a range of jobs, understand	Name a range of jobs, understand	Talk about a range of jobs,		
		understanding about what	that they will need to develop skills	that they will need to develop skills	explain how they will develop	Talk about a wider range of jobs,	
	Explain ways of keeping	keeps them healthy	to work in the future, and, with	to work in the future, and, with	skills to work in the future, and	explain their interests and how they	
Keeping	clean, name the main	· · ·	support, demonstrate how to look	support, demonstrate how to look	demonstrate how to look after	will develop skills to work in the future,	
myself safe	parts of the body and	Explain ways of keeping clean,	after and save money	after and save money	and save money	and demonstrate how to look after and	
	explain that people grow	name the main parts of the	,			save money	
Going for	from young to old	body and describe some of the	Express simple ideas, with support,	Express simple ideas, with support,	Make choices about how to	·····,	
•	, , ,	changes as people grow from	about how to develop healthy	about how to develop healthy	develop healthy lifestyles	Make and explain choices, with more	
goals	Talk about the harmful	young to old and the	lifestyles	lifestyles	Identify some factors that	confidence and independence, about	
	aspects of some	implications of this		in convicto	affect emotional health and well	how to develop healthy lifestyles	
Our	household products and		Televities with comparet come feature	Televetify, with support some factors	being	now to develop healthy intestyles	
	medicines, and describe	Describe more confidently	Identify, with support, some factors that affect how people think and feel	Identify, with support, some factors that affect how people think and feel	Deing	Identify and explain some factors that	
community	ways of keeping safe in	their knowledge of the harmful	That affect now people think and feel	That affect now people think and feel		affect emotional health and well being,	
	familiar situations	aspects of some household			Make judgements and decisions	and strategies for dealing with them	
Good to be		products and medicines, and	Make judgements and decisions and	Make judgements and decisions and	and list some ways of resisting	and strategies for dealing with them	
me	Recognise that bullying	ways of keeping safe and	list, with support, some ways of	list, with support, some ways of	negative peer pressure around issues affecting their health and	An in the second s	
	is wrong and list some	ensuring the safety of others	resisting negative peer pressure	resisting negative peer pressure	well being	Make judgements and decisions and list	
	ways to get help in	in familiar situations	around issues affecting their health	around issues affecting their health	wen being	and describe some ways, for	
Relationships	dealing with it		and well being	and well being		themselves and for others, of resisting	
	dealing with th	Understand simple definitions			List the commonly available	negative peer pressure around issues	
Internet	Descention the offert of	of bullying, describe why	With support, list some commonly	With support, list some commonly	substances and drugs that are	affecting their health and well being	
	Recognise the effect of their behaviour on other	bullying is wrong and simple	available substances and drugs that	available substances and drugs that	legal and illegal, describe some		
safety		strategies for dealing with it	are legal and illegal, describe some of	are legal and illegal, describe some of	of their effects and risks, and	List a range of substances and drugs	
	people, and cooperate with others	and how to help victims	their effects and risks, and	their effects and risks, and	explain how to manage the risks	that are legal and illegal, including	
Changes	with others		understand how to manage the risks	understand how to manage the risks	in different familiar situations	those which are commonly available,	
			in different familiar situations	in different familiar situations	Identify different types of	describe some of their effects and	
					relationships and show ways to	risks, and explain how to manage the	
					maintain good relationships	risks in different familiar situations	

Identify and respect	Recognise the effect of their			Describe the nature and	Identify different types of
differences and	behaviour on others, and be	Identify different types of	Identify different types of	consequences of bullying, and	relationships for themselves and
similarities between	able to cooperate with others	relationships and, with support, show	relationships and, with support, show	express ways of responding to it	others, and show ways to maintain good
people and explain	and support those with	ways to maintain good relationships	ways to maintain good relationships		relationships and to support others
different ways that	difficulties			Respond to, or challenge negative	with their relationships
family and friends		Understand, with support, the	Understand, with support, the	behaviours such as stereotyping	
should care for one	Identify, describe with	nature and consequences of bullying,	nature and consequences of bullying,	and aggression, and realise the	Recognise and describe the nature and
another	confidence and respect	and ways of responding to it	and ways of responding to it	consequences of anti-social and	consequences of bullying, express ways
	differences and similarities		7 1 5	aggressive behaviours such as	of responding to it, and support others
	between people and explain a	Recognise negative behaviours such	Recognise negative behaviours such	bullying and racism on individuals	to do so
Take part in discussions	wider range of ways that	as stereotyping and aggression, and	as stereotyping and aggression, and	and communities	
with one other person	family and friends should care	understand some of the	understand some of the		Respond to, or challenge negative
and the whole class, and	for one another	consequences of anti-social and	consequences of anti-social and	Research, discuss and debate	behaviours such as stereotyping and
take part in a simple		aggressive behaviours such as	aggressive behaviours such as	topical issues, problems and	aggression, and realise and be able to
debate about topical	Take part in discussions with	bullying and racism on individuals and	bullying and racism on individuals and	events	explain the consequences of anti-social
issues	one other person, in small	communities	communities		and aggressive behaviours such as
	groups and with the whole		communities	Understand why and how rules	bullying and racism on individuals and
Recognise choices they	class, and contribute more	With support possessh dissuss and	With support possench discuss and		communities
can make and recognise	confidently to simple debates	With support, research, discuss and	With support, research, discuss and	are made and enforced, why different rules are needed in	
the difference between	contracting to simple debutes	debate topical issues, problems and events	debate topical issues, problems and	different situations and take	Take a lead role in researching,
right and wrong	Recognise and be able to	events	events	part in making and changing rules	discussing and debating topical issues,
right and wrong	describe more confidently			part in making and changing rules	problems and events
A survey and Callery male a	choices they can make and the	Understand why and how rules are	Understand why and how rules are	· · · · · · ·	problems and events
Agree and follow rules	difference between right and	made and enforced, why different	made and enforced, why different	Demonstrate respect and	
for their group and classroom, and	wrong	rules are needed in different	rules are needed in different	tolerance towards others, and	Understand why and how rules are
understand how rules	wi ong	situations and take part in making and	situations and take part in making and	resolve differences by looking at	made and enforced (in different
help them	Contribute more ideas for	changing rules	changing rules	alternatives, making decisions	contexts), why different rules are needed in different situations, and take
help men	· · · · · · · · · · · · · · · · · · ·			and explaining choices	
	rules for the group and classroom, and refer to the	Demonstrate respect and tolerance	Demonstrate respect and tolerance		a lead role in making and changing rules
Understand what	rules in the context of their	towards others, sometimes needing	towards others, sometimes needing	Understand what democracy is,	· · · · · · · · · · · · · · · · · · ·
improves and what	and others' behaviour	reminders to do so, and, with	reminders to do so, and, with support,	and about the basic institutions	Demonstrate respect and tolerance
harms their local, natural and built	and others benaviour	support, resolve differences by	resolve differences by looking at	that support it locally and	towards others, resolve differences,
environments and	No south such as the second	looking at alternatives, making	alternatives, making decisions and	nationally	and support others to resolve
contribute to looking	Describe what improves and	decisions and explaining choices	explaining choices		differences, by looking at alternatives,
after them	what harms their local, natural			Appreciate the range of national,	making decisions and explaining choices
a) ier men	and built environments, what can be done and take more	Understand some basic facts about	Understand some basic facts about	regional, religious and ethnic	
	responsibility for looking after	democracy and about some of the	democracy and about some of the	identities in the United Kingdom	Understand and describe what
Understand that they	them	institutions that support it locally	institutions that support it locally	and describe some of the	democracy is, institutions that support
belong to various groups	meni	and nationally	and nationally	different beliefs and values in	it locally and nationally and how it
and communities, such as family and school, and				society	happens
	Describe more confidently	Understand some of the range of	Understand some of the range of		
begin to contribute to the life of the class and	different groups and	national, regional, religious and ethnic	national, regional, religious and ethnic	Understand that resources can	Appreciate and explain the range of
school	communities they belong to,	identities in the United Kingdom and	identities in the United Kingdom and	be allocated in different ways	national, regional, religious and ethnic
school	including family and school, and	describe, with support, some of the	describe, with support, some of the	and that these economic choices	identities in the United Kingdom and
	contribute actively to the life of the class and school	different beliefs and values in	different beliefs and values in	affect individuals, communities	describe some of the different beliefs
Realise that money	of the class and school	society	society	and the sustainability of the	and values in society
comes from different				environment	
sources and can be used	Realise and be able to describe	Understand, with support, that	Understand, with support, that		Understand that and describe how
for different purposes	that money comes from	resources can be allocated in	resources can be allocated in	Explore how the media present	resources can be allocated in different
	different sources and	different ways and that these	different ways and that these	information	ways and how these economic choices
	different uses of it	economic choices affect individuals,	economic choices affect individuals,		affect individuals, communities and the
		communities and the sustainability of	communities and the sustainability of		sustainability of the environment
		the environment	the environment		
					Explore and comment on how the media
					present information

	Explore, with support, how the media	Explore, with support, how the media	
	present information	present information	