

Skills Progression

Subject area: PSHE

Curriculum leader: Emma Cook

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| New beginnings | 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 | Recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges | Recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges | Demonstrate that they recognise their own worth and that of others, and identify positive ways to face new challenges | Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify an demonstrate ways to face new challenges |
| Staying Healthy | 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 | Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others | Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others | Express their views confidently, and listen to and show respect for the views of others | Express their views confidently, and show how their views can develop in the light of listening to others |
| Getting on and falling out | 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 | Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way | Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way | Discuss some of the bodily and emotional changes at puberty, and demonstrate some ways of dealing with these in a positive way | Discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with these in a positive way |
| Say no to bullying | 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 | Name a range of jobs, understand that they will need to develop skills to work in the future, and, with support, demonstrate how to look after and save money | Name a range of jobs, understand that they will need to develop skills to work in the future, and, with support, demonstrate how to look after and save money | Talk about a range of jobs, explain how they will develop skills to work in the future, and demonstrate how to look after and save money | Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future, and demonstrate how to look after and save money |
| Keeping myself safe | 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 | Express simple ideas, with support, about how to develop healthy lifestyles | Express simple ideas, with support, about how to develop healthy lifestyles | Make choices about how to develop healthy lifestyles Identify some factors that affect emotional health and well being | Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles |
| Going for goals | 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 | Identify, with support, some factors that affect how people think and feel | Identify, with support, some factors that affect how people think and feel | Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well being | Identify and explain some factors that affect emotional health and well being, and strategies for dealing with them |
| Our community | | | Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being | Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being | List the commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and explain how to manage the risks in different familiar situations | Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well being |
| Good to be me | | | With support, list some commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations | With support, list some commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations | Identify different types of relationships and show ways to maintain good relationships | List a range of substances and drugs that are legal and illegal, including those which are commonly available, describe some of their effects and risks, and explain how to manage the risks in different familiar situations |
| Relationships | | | | | | |
| Internet safety | | | | | | |
| Changes | | | | | | |

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| <p>Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another</p> <p>Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues</p> <p>Recognise choices they can make and recognise the difference between right and wrong</p> <p>Agree and follow rules for their group and classroom, and understand how rules help them</p> <p>Understand what improves and what harms their local, natural and built environments and contribute to looking after them</p> <p>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</p> <p>Realise that money comes from different sources and can be used for different purposes</p> | <p>Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties</p> <p>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</p> <p>Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates</p> <p>Recognise and be able to describe more confidently choices they can make and the difference between right and wrong</p> <p>Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour</p> <p>Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them</p> <p>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</p> <p>Realise and be able to describe that money comes from different sources and different uses of it</p> | <p>Identify different types of relationships and, with support, show ways to maintain good relationships</p> <p>Understand, with support, the nature and consequences of bullying, and ways of responding to it</p> <p>Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities</p> <p>With support, research, discuss and debate topical issues, problems and events</p> <p>Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules</p> <p>Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>Understand some basic facts about democracy and about some of the institutions that support it locally and nationally</p> <p>Understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society</p> <p>Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> | <p>Identify different types of relationships and, with support, show ways to maintain good relationships</p> <p>Understand, with support, the nature and consequences of bullying, and ways of responding to it</p> <p>Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities</p> <p>With support, research, discuss and debate topical issues, problems and events</p> <p>Understand why and how rules are made and enforced, why different rules are needed in 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anti-social and aggressive behaviours such as bullying and racism on individuals and communities</p> <p>Research, discuss and debate topical issues, problems and events</p> <p>Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules</p> <p>Demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>Understand what democracy is, and about the basic institutions that support it locally and nationally</p> <p>Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society</p> <p>Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>Explore how the media present information</p> | <p>Identify different types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships</p> <p>Recognise and describe the nature and consequences of bullying, express ways of responding to it, and support others to do so</p> <p>Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities</p> <p>Take a lead role in researching, discussing and debating topical issues, problems and events</p> <p>Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules</p> <p>Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices</p> <p>Understand and describe what democracy is, institutions that support it locally and nationally and how it happens</p> <p>Appreciate and explain the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society</p> <p>Understand that and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment</p> <p>Explore and comment on how the media present information</p> |
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