



Skills progression for PSHE

Skills	Relationships					Health & Well-Being								Living in the Wider World						
	1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts	2. how to recognise and manage emotions within a range of relationships	3. how to recognise risky or negative relationships including all forms of bullying and abuse	4. how to respond to risky or negative relationships and ask for help	5. how to respect equality and diversity in relationships.	1. what is meant by a healthy lifestyle	2. how to maintain physical, mental and emotional health and wellbeing	3. how to manage risks to physical and emotional health and wellbeing	4. ways of keeping physically and emotionally safe	5. about managing change, including puberty, transition and loss	6. how to make informed choices about health and wellbeing and to recognise sources of help with this	7. how to respond in an emergency	8. to identify different influences on health and wellbeing	1. about respect for self and others and the importance of responsible behaviours and actions	2. about rights and responsibilities as members of families, other groups and ultimately as citizens	3. about different groups and communities	4. to respect equality and to be a productive member of a diverse community	5. about the importance of respecting and protecting the environment	6. about where money comes from, keeping it safe and the importance of managing it effectively	7. how money plays an important part in people's lives and a basic understanding of enterprise.
Reception/EYFS	Follow EYFS curriculum					Follow EYFS curriculum								Follow EYFS curriculum						
Year 1	Children can identify and name feelings in myself and others (proud, calm, worried, angry, jealous) and express some of their positive qualities. I know what makes a good friend I know what I like and dislike I know how to listen and respond to others					Children can explain ways of keeping clean (cleaning teeth, washing) and they can name the main parts of the body. They can explain that people grow from young to old. I know ways to calm down I know that exercise and eating keep me healthy I know how to care for animals								Children can explain different ways that family and friends should care for one another I can tell you some ways I am different from my friends I understand these differences make us all special and unique Children should know the difference between right and wrong I understand what bullying is and what to do if I am bullied I understand how to cross the road safely I understand who can help me in the community						

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Year 2	<p>Children can demonstrate that they can manage some feelings in a positive and effective way. (Joy, trust, fear, surprise, sadness, disgust, anger, anticipation, core emotions, behaviour, empathy). They begin to share their views and opinions (for example talking about fairness).</p> <p>I know what makes me different to my friends.</p> <p>They can set themselves simple goals.</p> <p>To know about special people in our lives and there are different types of family</p> <p>SRE – children can identify the differences between males and females</p> <ul style="list-style-type: none"> - Children know the terms scientific terms for body parts. 	<p>Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.</p> <p>Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>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).</p> <p>They can identify and respect differences and similarities between people.</p> <p>I know I belong to a community.</p> <p>I know some ways to look after our world. (Save energy, recycling, pollution)</p> <p>I know why we have money and the value of it, looking at the difference between needing & wanting</p>

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<p>Year 3</p>	<p>Children can demonstrate that they recognise their own worth and that of others.</p> <p>Children can demonstrate that they can manage some feelings in a positive and effective way. (Joy, trust, fear, surprise, sadness, disgust, anger, anticipation, core emotions, behaviour, empathy, anxious, nervous, curious, excited, calm, ok, disappointment, hopeful).</p> <p>They can express their views confidently and listen to and show respect for the views of others.</p> <p>SRE – understand personal space.</p> <ul style="list-style-type: none"> - To understand families are different in composition. 	<p>Children can make choices about how to develop healthy Lifestyles.</p>	<p>Children can explain how their actions have consequences for themselves and others.</p> <p>They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>They can show how they care for the environment (e.g. animals and school grounds)</p> <p>To have knowledge to stay safe online.</p> <p>I can take responsibility for my actions.</p> <p>Children understand the idea of voting and democracy.</p>

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<p>Year 4</p>	<p>They can express their views confidently and listen to and show respect for the views of others. They can recognise prejudice and understand tolerance. Children can demonstrate that they can manage some feelings in a positive and effective way. (Joy, trust, fear, surprise, sadness, disgust, anger, anticipation, core emotions, behaviour, empathy, anxious, nervous, curious, excited, calm, ok, disappointment, hopeful, serenity, anticipation, acceptance, apprehension, distraction). They know what a friend is and does and how to cope with some friendship problems.</p> <p>SRE – I can explore the human life.</p> <ul style="list-style-type: none"> - Physical changes during puberty. 	<p>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. They understand when they should keep secrets and promises, and when they should tell somebody about them.</p>	<p>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 example listening, supporting, caring). To develop awareness of climate change. To have a developed understanding of money and monetary value. An investigate principles of fair trade and direct trade.</p>

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<p>Year 5</p>	<p>They can identify ways to face new challenges.</p> <p>Children can demonstrate that they can manage some feelings in a positive and effective way. (Joy, trust, fear, surprise, sadness, disgust, anger, anticipation, core emotions, behaviour, empathy, anxious, nervous, curious, excited, calm, ok, disappointment, hopeful, serenity, anticipation, acceptance, apprehension, distraction).</p> <p>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>SRE – explain the physical and emotional changes that happen during puberty.</p>	<p>They can identify some factors that affect emotional health and well-being.</p> <p>They can identify and explain how to manage the risks in different familiar situations.</p>	<p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p>I understand the principles of first aid</p> <p>I know how to stay safe when interacting with others online.</p> <p>I know why we need rules and laws.</p> <p>I know how a law is made.</p>

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<p>Year 6</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. Children can demonstrate that they can manage some feelings in a positive and effective way. They understand how feelings can change, and how to manage these changes. 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>SRE – Sex Ed</p>	<p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting 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>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves. I understand the impact of climate change and can discuss sustainability. I know how to stay safe in my local area. (knives) I understand borrowing and lending money, as well as earning money. I can explore a range of identities in the UK.</p>