



Skills Progression for PSHE

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing	Physical <u>Keeping safe and healthy</u> Can identify and carry out various actions that they can take to keep themselves in better long-term health. Can identify where they feel safe and less safe Can explain how and where to cross a road safely.	Physical <u>Keeping myself healthy</u> Can identify how exercise helps them to keep healthy Can identify the food choices to help keep them be healthy Can explain how to keep themselves clean Can explain and demonstrate how to prevent the transfer of infections at a basic level Can explain some things change when baby grows into an older person.	Physical <u>Safe and healthy at home, school and locally.</u> Can explain to others how they can keep themselves safe and healthy; at school; at home; and in the locality. Can explain that bacteria and viruses affect health. Can explain terms 'risk, danger' and 'hazard'. Can assess risks in different situations Can explain why our schools has rules to keep us safe and healthy.	Physical <u>Helping Others to Keep Safe</u> Understands the need to manage risks anywhere, know when it is appropriate to seek emergency help, be aware of basic actions in emergency situations. Can explain risks in the locality. Knows how to call for emergency aid. Can undertake basic first aid procedures.	Physical <u>Drug Education</u> Able to describe what drugs are and what they do; describe the effects and dangers of a number of legal and illegal drugs; and practise, demonstrate and describe a number of skills for resisting pressure and temptation to use drugs. Can define drugs and describe what they do. Understands some of the effects and dangers of alcohol. Understands that caffeine is a legal drug that has to be managed sensibly.	Physical <u>Safe and healthy in the future</u> Feels confident in their knowledge of how they can keep themselves safe and healthy as they move on to secondary schools and adulthood. Understands the effect that food and physical activity can have on their physical health. Has further knowledge and understanding of the ways I can keep myself safe in the locality (this can be supported by a police officer/TFL/Road safety officers).
	Sex and Relationships <u>Growing and Caring for ourselves</u> Can describe their feelings to others. Can understand the importance of personal hygiene. Can understand how to keep themselves clean. Can describe different family members and ways they can help each other. Can identify simple similarities and differences between themselves and the opposite gender. Can describe how babies grow into children and then adults. Can identify who looks after them in their family and	Sex and Relationships <u>Differences</u> Can describe the similarities and differences between boys and girls Can name the main parts of the body (including private parts) with confidence. Can understand that making a new life requires a male and a female Can identify some choices for a healthy lifestyle Can identify similarities and differences between different types of families	Sex and Relationships <u>Valuing differences and keeping safe</u> Can explain sexual difference between males and females using scientific vocabulary. Able to judge what kind of physical contact is acceptable and how to respond if it is not. Recognising when physical contact is not appropriate and how to ask for help and to resist pressure to do	Sex and Relationships <u>Growing up</u> Understands the process of growing from young to old and how people's needs change (lifecycle). Able to describe some changes that happen at puberty. Understanding that puberty can affect our body and feelings. Recognises and cares for other people's feelings during puberty. Beginning to understand that puberty is linked to reproduction (children change to adults so they are able to reproduce and	Can describe the dangers of smoking. Has the skills to help them resist the temptation to smoke. Can describe the dangers of cannabis and knows that it is an illegal drug. Sex and Relationships <u>Changes at Puberty</u> Able to describe how and why their body and feelings will change as they approach and move through puberty.	Knows the strategies to resists pressures from others to act in unsafe or unhealthy ways. Sex and Relationships <u>Relationships and Reproduction</u> Recognises what constitutes a positive, healthy relationship. Aware of the different types of relationships, including those between friends and families, civil partnerships and marriage, and describe the life process of reproduction in humans.

	who to speak to if they are worried.	and respect them (step members etc).	something that makes them uncomfortable.	<p>puberty is a part of this process).</p> <p>Taking responsibility for themselves as they become more independent.</p>	<p>Know when and understand why puberty takes place.</p> <p>Can describe what happens during menstruation and wet dreams and is able to give advice on how to manage it.</p> <p>Can describe different emotions people go through during puberty and describe how to manage them.</p> <p>Knows how to stay clean during puberty.</p> <p>Recognises when and how to ask for help and advice.</p>	<p>Can label male and female reproductive parts.</p> <p>Can explain how and why body changes during puberty in preparation for reproduction.</p> <p>Can describe decisions that have to be made before having a baby (marriage, God, health, money etc).</p> <p>Knows some basic facts about conception and pregnancy.</p> <p>Knows when it is appropriate to share personal information in a relationship.</p> <p>Knows where to get support if relationships goes wrong (online etc).</p> <p>*Using Growing up, Growing wise (lovewise) scheme. - Recognises changes at puberty, relationships, marriage, sexual intimacy and having children.</p>
Relationships	<p>Social <u>Beginning to understand me and others</u> Can identify the qualities that make a good friend.</p> <p>Can begin to explain understand the ways that they are unique.</p> <p>Can begin to understand that others may be different from them.</p>	<p>Social <u>Others and me in my class</u> Knows who appropriate people are to tell.</p> <p>Know how to tell the appropriate people.</p> <p>Can identify groups to which they belong.</p> <p>Begin to identify differences across the individuals in the</p>	<p>Social <u>Supporting friends and other people</u> Recognises the feelings of others without being told explicitly.</p> <p>Knows who their friends are and why. Act supportively towards victims of bullying.</p>	<p>Social <u>Who are these people?</u> Understands the various types of relationships in their lives.</p> <p>Understands the differences between secrets and surprises. Be clear about ways of keeping safe on line and in other cyber spaces.</p>	<p>Social <u>Being Strong</u> Understands and is clear about the difference between confidential and secret.</p> <p>Able to give praise and constructive feedback to others, confidently and appropriately challenge when there is a difference of opinion.</p>	<p>Social <u>Me and my place in the world</u> Will leave school with confidence in having strategies to thrive in the future.</p> <p>Has the skills and confidence to ask for help when needed to various people depending on the situation.</p>

	<p>Can explore the ideas of “fairness, right and kind”.</p> <p>Emotional <u>Knowing what to do</u> Can recognise how our feelings can influence our friendships.</p> <p>Can set simple but challenging goals for myself.</p> <p>Can distinguish between good and not so good feelings.</p> <p>Can talk about change and loss and the associated feelings e.g. losing toys, pets or friends</p> <p>Can explain how people look after me at home and at school.</p> <p>Knows the difference between secrets and surprises. I understand not to keep adults secrets.</p> <p>Understands when it is appropriate to say, 'yes' or 'no'.</p>	<p>class, school, area, country, and world.</p> <p>Can report experiences they are not comfortable/happy with at school and at home.</p> <p>Emotional <u>Developing Confidence</u> Understands more about their own feelings and how to manage them.</p> <p>Can talk about change and loss and the associated feelings, including moving home.</p> <p>Recognises that choices can have good and not so good consequences I can learn from my experiences.</p> <p>Can explain the new opportunities and responsibilities that increasing independence may bring.</p> <p>Can talk about my family networks, I know how to attract the attention of people we trust.</p> <p>Can explain ways that I can help other people to look after them. I know that I share responsibility for keeping myself safe.</p>	<p>Able to take action when should they witness bullying including cyber bullying.</p> <p>Can listen to other children and respond appropriately as to whether they agree or disagree with their viewpoint.</p> <p>Emotional <u>More about me</u> Can explain more about their choices and why they make them despite their preferences.</p> <p>Knows when to listen to their own emotions.</p> <p>Able to keep personal information safe (address, passwords, images).</p> <p>Able to use basic techniques on resisting pressure from others to do something dangerous, unhealthy, uncomfortable or anxious.</p>	<p>Aware of the way they comment on differences between their lives and the lives of others online and in person.</p> <p>Emotional <u>Taking more control</u> Makes informed choices, know their areas of strength.</p> <p>Aware of persuasive language, threats and pressure from others.</p> <p>Express their feelings in a positive way.</p> <p>Have a deepened understanding of good and not so good feelings.</p> <p>Express more extensive vocabulary regarding emotions and feelings.</p>	<p>Able to handle pressure from others so they do not do what is wrong, unkind or damaging.</p> <p>Aware of the nature and consequences of discrimination, teasing, bullying and aggression.</p> <p>Emotional <u>Moving on with confidence and clarity</u> Can explain the role of the media and advertising in portrayal of images.</p> <p>Can identify positively and negatively affects my mental health.</p> <p>Can explain my strengths and areas for development.</p> <p>Can identify issues involved when changing schools and making new friends and keeping old ones.</p> <p>Able to explore the idea that choices can have positive, neutral and negative consequences.</p> <p>Can set high aspiration and goals for themselves.</p> <p>Can identify how it feels to not meet my goals and how to respond.</p> <p>Can use vocabulary to enable them to explain the range and intensity of their feelings to others.</p>	<p>Has the skills to work cooperatively with others.</p> <p>Developed strategies to resolve disputes and conflict to benefit others as well as myself.</p> <p>Emotional <u>Celebrate the past and welcome the future</u> Recognises their strengths, be aware of those areas with which they may need support.</p> <p>Know how to ask for support, know some ways of managing pressure.</p> <p>Can use simple relaxation techniques.</p> <p>Understands the role of exercise for their mental health.</p> <p>Have thoughts about their future and plans for success.</p> <p>Identify who the best person to ask for help is depending on the situation.</p>
Living in the wider world	Economic Wellbeing <u>Learning about Money</u>	Economic Wellbeing <u>Keeping Money Safe</u>	Economic Wellbeing <u>Let's go Shopping</u>	Economic Wellbeing <u>Work and Money</u>	Economic Wellbeing <u>Let's make Money</u>	Economic Wellbeing <u>Money in my future</u>

	<p>Can recognise common British currency and understand its value.</p> <p>Can understand the difference between needs and wants and make basic choices about spending.</p> <p>Understands the importance of keeping simple financial records (e.g. money box)</p> <p>Aware of the difference between a need and a want.</p> <p>Able to make sensible decisions about spending their own money.</p> <p>Beginning to understand the different choices people make about what to do with their money.</p> <p>Being a responsible Citizen <u>Taking part and Belonging</u> Can name some feelings.</p> <p>Knows who to speak to at home or school if worried.</p> <p>Know school rules and routines.</p> <p>Can identify various groups they belong to.</p> <p>Knows ways everyone is the same and different.</p> <p>Understands how rules (school rules) protect them and others.</p>	<p>Understands where money comes from.</p> <p>Know how to keep money safe.</p> <p>Understands that money can be used for different purposes, including spending and saving.</p> <p>Can explore more choices and make informed decisions about spending their own money.</p> <p>Understand that money can be kept in different places and that some are safer than others.</p> <p>Beginning to understand the consequences of losing money (lost or stolen) and how it might make them feel.</p> <p>Understands that they do not need to spend money as they can save it.</p> <p>Understand why saving is appropriate and make an appropriate choice of what to save for.</p> <p>Being a responsible Citizen <u>Rights and Responsibilities</u> Understands that everyone has rights and responsibilities as members of families and the wider community.</p> <p>Understands the difference between a need and a want.</p>	<p>Understands that you can pay for goods in a range of ways.</p> <p>Keep simple financial records and recognise influences on choices about spending and saving.</p> <p>Knows the choices they make about spending and saving money can be influenced by and have an impact on other people.</p> <p>Beginning to understand that different people have different attitudes and feelings about spending and saving money.</p> <p>Understands that it may not be possible to have everything they want, straight away, if at all.</p> <p>Being a responsible Citizen <u>Diversity and Society</u> Understands that a diverse range of people make up our community,</p> <p>Knows the importance of respecting equality.</p> <p>Knows the groups that make up the community they live in.</p> <p>Know the religious and ethnic identities that live throughout the UK.</p> <p>Know and can identify a variety of institutions that support communities,</p>	<p>Understands basic concepts around savings accounts, lending and borrowing, paid employment and work of charities.</p> <p>Can describe that different jobs that I might do to earn money when I am older.</p> <p>Understands that different jobs pay more than others.</p> <p>Knows about a range of different savings accounts and can explain how I might use financial institution (banks, building societies etc) to make the most of my money.</p> <p>Knows what to do if you do not have enough money - borrowing and how to pay it back.</p> <p>Understand that if you cannot pay back for things, it has consequences.</p> <p>Knows what charities are for and how they help others.</p> <p>Understands the benefits of giving to charities and why you would do it.</p> <p>Being a responsible Citizen <u>The Environment</u> Understands the importance of respecting and protecting the environment.</p> <p>Can name a range of factors that improve or harm the natural environment.</p>	<p>Able to plan and manage a budget.</p> <p>Able to calculate profit and loss, recognise value for money.</p> <p>Understands financial risks associated with the internet.</p> <p>Knows a range of different ways to pay for things such as credit and going into debt.</p> <p>Can plan and manage a more complex budget over time.</p> <p>Knows what 'value for money' is and can make comparisons between prices when deciding what 'value is for money'.</p> <p>Knows the financial risk associated with the internet and other scams.</p> <p>Knows some ways to keep their money and identity safe when using the internet.</p> <p>Able to calculate profit and loss.</p> <p>Understands why they should be a critical consumer and that their choices about spending and saving affect others.</p> <p>Being a responsible Citizen <u>The Media</u></p>	<p>Understands that finance plays an important role in people's lives.</p> <p>Can recognise links between learning, the world of work and future economic wellbeing.</p> <p>Knows that good qualifications can lead to a more fulfilling and better paid job.</p> <p>Understands that money they earn is deducted to provide things we all need.</p> <p>Can describe some ways in which the government uses their money to provide for my needs and local community.</p> <p>Beginning to understand pensions and can describe why having a pension is important later in life.</p> <p>Can keep and interpret basic financial statements (e.g. bank statements).</p> <p>Knows the difference between a manageable debt and unmanageable.</p> <p>Can explain the difference between credit, debt, borrowing and saving.</p> <p>Understands that different countries have different values for money.</p> <p>Able to calculate exchange rates.</p>
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