



PSHE Skills Progression

There are 3 core themes that are taught in PSHE-

Health and well-being-

Pupils should be taught:

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

EYFS

Self- Confidence & Self-Awareness	Managing Feelings & Behaviour	Making Relationships	Health & Self- Care	People & Communities
<p><u>30-50</u></p> <p>To select and use activities and resources with help.</p> <p>To welcome and value praise for what they have done.</p> <p>To enjoy the responsibility of carrying out small tasks.</p> <p>To be more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>To be confident talking to other children when playing and communicate freely about own home and community.</p> <p>To show confidence in asking adults for help.</p>	<p><u>30-50</u></p> <p>To be aware of own feelings and know that some actions and words can hurt others' feelings.</p> <p>To begin to accept the needs of others and to take turns and share resources, sometimes with support from others.</p> <p>To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met.</p> <p>To usually adapt behaviour to different events, social situations and changes in routine.</p>	<p><u>30-50</u></p> <p>To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>To initiate play, offering cues to peers to join them.</p> <p>To keep play going by responding to what others are saying or doing.</p> <p>To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p><u>30-50</u></p> <p>To tell adults when hungry or tired, or when they want to rest or play.</p> <p>Children can attend to toileting needs most of the time themselves.</p> <p>To usually manage washing and drying hands.</p> <p>To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p><u>30-50</u></p> <p>To show interest in the lives of people who are familiar to them.</p> <p>To remember and talk about significant events in their own experiences.</p> <p>To recognise and describe special times or events for family or friends.</p> <p>To show interest in different occupations and ways of life.</p> <p>To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.</p>
<p><u>40-60</u></p> <p>To be confident to speak to others about own needs, wants, interests and opinions.</p> <p>To describe self in positive terms and talk about abilities.</p>	<p><u>40-60</u></p> <p>To explain own knowledge and understanding, and ask appropriate questions of others.</p> <p>To take steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p><u>40-60</u></p> <p>To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>To be aware of the boundaries set and of behavioural expectations in the setting.</p> <p>To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p><u>40-60</u></p> <p>To eat a healthy range of foodstuffs and understand a need for variety in food.</p> <p>To usually be dry and clean during the day.</p> <p>To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>To show understanding of the need for safety when tackling new challenges, and consider and manage some risks.</p> <p>To practice some appropriate safety measures without direct supervision.</p>	
<p><u>ELG</u></p> <p>To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p><u>ELG</u></p> <p>To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p><u>ELG</u></p> <p>To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p>	<p><u>ELG</u></p> <p>To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p>	

I can make choices to play inside or outside (as I understand that spending a long time in front of a computer screen or sat down can be unhealthy).

I can independently put on and fasten my coat.

I actively take part in PE each week and understand that I am taking part in physical activities.

I can dress myself before and after PE, as well as tidy away my PE kit.

I know when I am hungry and can tell someone or make a food choice.

I know when I am thirsty and can tell someone or make a drink choice.

I know when I need to go to the toilet and can go without being reminded.

I can toilet myself and wash my hands afterwards.

I know how to brush my teeth and know I must do so twice a day.

I can share things I'm proud of from home. (Wow!)

I can tell someone when I'm upset or when I am happy.

I can manage my own behaviour as well as understand rewards and consequences.

<p>Year 1</p> <p>Children can explain ways of keeping clean and they can name the main parts of the body.</p> <p>They can explain that people grow from young to old.</p> <p>Children can explain about people who look after them, who to go to if they are worried and ways to help these people look after them.</p>	<p>Year 2</p> <p>Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).</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>Year 3</p> <p>Children can make choices about how to develop healthy lifestyles. Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise).</p>	<p>Year 4</p> <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>Year 5</p> <p>They can identify some factors that affect emotional health and wellbeing.</p> <p>They can identify and explain how to manage the risks in different familiar situations.</p>	<p>Year 6</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.</p> <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.</p>
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Relationships-

Pupils should be taught:

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.

I can use 'please' and 'thank you' with other children and adults.
 I can share items with others and show how to take turns.
 I can negotiate with others to build friendships and avoid conflict.
 I am learning to be a good friend.
 I am aware that others also have feelings and my actions can affect these.
 I am learning about bullying and that it is wrong.
 I understand that people can also bully online.
 I am learning to be assertive by saying, "No. Stop! I don't like it."
 I can tell someone if I have been upset by someone else.
 I am aware that families are different.
 I understand 'PANTS' and the underwear rule.

<p>Year 1 Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. 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>Year 2 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>Year 3 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. The concept of 'keeping something confidential or secret' when we should or shouldn't agree to this/ when it is right to 'break a confidence' or 'share a secret'.</p>	<p>Year 4 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>Year 5 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>Year 6 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>
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Living in the Wider World-

Pupils should be taught:

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
8. A basic understanding of enterprise.

I am aware of when and how money is used.
 I am aware of different rules in different places.
 I am aware of different religions, celebrations and customs - Easter bonnets, Nativity play, Diwali, Eid, sing-alongs, etc.
 I am becoming aware that people live in different places around the World.
 I am aware that people have different appearances, languages, religions, etc.
 I am aware of lifecycles (eggs – chicks).
 I am aware how people and other living things have different needs and I am aware that they require care.
 I am aware that different people do different jobs.
 I am becoming aware that I can find out about the World, people and objects by using online devices.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children can explain different ways that family and friends should care for one another.</p> <p>They can recognize what improves and harms their local, natural and built environments and some of the ways people look after them.</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</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>They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>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).</p>	<p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p>Children will appreciate the need for personal safety issues when using the Internet .They will be aware of internet dangers and what children can do to keep themselves and others safe.</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> <p>Children understand possible routes to different careers and be able to set goals towards these aspirations. They understand 'enterprise'</p>

	similarities between people.				and skills that make someone enterprising.
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