

PSHE skill progression

Health and wellbeing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To talk about feelings.</p> <p>To talk about behaviour.</p> <p>To know what is right and wrong.</p> <p>To understand the importance of exercise and diet.</p> <p>Talk about the ways to keep healthy and safe.</p> <p>To dress independently.</p> <p>To wash independently.</p> <p>To go to the toilet independently.</p> <p>To say when they so and don't need help.</p>	<p>To identify good and not so good feelings.</p> <p>To identify change and loss and their associated feelings.</p> <p>To recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To recognise what constitutes a healthy lifestyle.</p> <p>To recognise the importance of, and how to maintain, personal hygiene.</p> <p>To recognise how some diseases are spread and can be controlled.</p> <p>To explain the process of growing from young to old.</p> <p>To name the main parts of the body (including external genitalia).</p> <p>To identify people who look after them and who to go to if they are worried.</p>	<p>To explain and extend their understanding of good and not so good feelings.</p> <p>To explain change and loss and the associated feelings.</p> <p>To recognise what they like and dislike and how to make real informed choices, which can have good and not so good consequences.</p> <p>To recognise and celebrate their strengths and set simple but challenging goals, planning how to achieve them.</p> <p>To explain what constitutes a healthy lifestyle.</p> <p>To name and identify the main parts of the body (including external genitalia).</p> <p>To explain rules for and ways of keeping, physically and emotionally safe – including road safety, online safety, the</p>	<p>To deepen their understanding of, and use of vocabulary for good and not so good feelings.</p> <p style="color: red;">To talk about change, including transitions, loss, separation, divorce and bereavement.</p> <p>To identify their strengths and areas for improvement, and set high aspirations and goals.</p> <p>To recognise opportunities to make their own choices about food/ a balanced diet.</p> <p>To recognise that bacteria and viruses can affect health and following simple routines can reduce their spread.</p> <p>To explain the school rules about health and safety, basic emergency aid procedures and where and how to get help.</p> <p>To recognise how to take care of their body and</p>	<p>To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</p> <p>To identify different types of change, including transitions, loss, separation, divorce and bereavement, and recognise associated feelings.</p> <p>To reflect on and celebrate their achievements, identify their strengths, areas for improvements and set high aspirations and goals.</p> <p>To make informed choices and to begin to understand further the concept of a balanced diet.</p> <p>To recognise when and how to ask for help and have a range of techniques for resisting pressure.</p>	<p>To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others and recognise that they may experience conflicting emotions.</p> <p>To begin to recognise positive and negative effects on physical, mental and emotional health (including the bereavement and change).</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>To recognise the ways in which bodies change as they approach and move through puberty.</p> <p>To talk about human reproduction including conception.</p> <p>To explain how to take care of their bodies, understanding they have autonomy and the right to protect their body from inappropriate and</p>	<p>To continue to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others and recognise that they may experience conflicting emotions.</p> <p>To recognise positive and negative effects on physical, mental and emotional health (including the media).</p> <p>To reflect on and celebrate their achievements, identify strengths, areas for improvements and set high aspirations and goals, knowing how to cope with set-backs.</p> <p>To recognise, explore and critique how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>To recognise how their bodies will change as they approach and move through puberty and develop a positive self-image.</p>

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	<p>To say rules for and ways of keeping physically and emotionally safe – including road safety and the difference between secrets and surprises.</p> <p>To identify that household products, including medicines, can be harmful.</p>	<p>differences between secrets and surprises.</p> <p>To identify a wide range of household products, including medicines, that can be harmful.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe.</p>	<p>the right to protect their body from inappropriate and unwanted contact.</p> <p>To identify and explain the purpose of the main parts of the body (including external genitalia).</p> <p>To develop strategies for keeping physical and emotionally safe – including online safety.</p> <p>To differentiate between the terms ‘risk’, ‘danger’ and ‘hazard’.</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure.</p>	<p>To identify people who are responsible for helping them stay healthy and safe and ways that they can support these people.</p> <p>To help formulate and explain the school rules about health and safety, basic emergency aid procedures and where and how to get help.</p> <p>To develop a range of strategies for keeping physically and emotionally safe – including road safety, safety in the environment, and online safety.</p> <p>To begin to explain what is meant by the term ‘habit’.</p>	<p>unwanted contact.</p> <p>To effectively use different strategies for keeping physically and emotionally safe – including safety in the environment and online safety.</p> <p>To recognise that increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>To explain what is meant by the term ‘habit’ and why habits can be hard to change.</p>	<p>To discuss and explain human reproduction including conception.</p> <p>To deepen understanding of risk by recognising, predicting and assessing risks in difference situations and deciding how to manage them responsibly.</p> <p>To recognise that pressure to behave in an unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To explain which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply.</p>
Relationships						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To play cooperatively and take turns.	To begin to communicate feelings to others and recognise	To communicate feelings to others and recognise how others show	To recognise a range of feelings in others and begin to identify how	To recognise and respond appropriately to a wider range of feelings	To recognise what constitutes a positive, healthy relationship and	To recognise that civil partnerships and marriage are examples

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<p>To listen to others.</p> <p>To be sensitive to others.</p> <p>To form positive relationships.</p> <p>To show sensitivity to the likes and dislikes of others.</p> <p>To know similarities and differences between themselves and others.</p>	<p>how others show feelings.</p> <p>To begin to listen to other people and play and work cooperatively.</p> <p>To identify special people and how they should care for one another.</p> <p>To learn people's bodies and feelings can be hurt.</p> <p>To recognise there are different types of teasing and bullying, that these are wrong and unacceptable.</p> <p>To identify and respect the differences and similarities between people.</p> <p>To recognise what is fair and unfair, kind and unkind, right and wrong.</p> <p>To talk about physical contact that is acceptable/unacceptable, comfortable/uncomfortable, and how to respond.</p> <p>To identify the difference between</p>	<p>feelings.</p> <p>To continue to develop listening to other people and playing and working cooperatively.</p> <p>To recognise how their behaviour affects other people.</p> <p>To offer and receive constructive support and feedback to and from others.</p> <p>To explain how to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one person and the whole class.</p> <p>To recognise what is fair/unfair, kind/unkind, right/wrong and explain why.</p> <p>To identify what physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how</p>	<p>they could respond.</p> <p>To learn to recognise and manage 'dares'.</p> <p>To recognise what constitutes a positive, healthy relationship.</p> <p>To recognise that their actions affect themselves and others.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</p> <p>To listen and respond respectfully to a wide range of people, to recognise and care about other people's feelings and try to see their points of view.</p> <p>To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.</p> <p>To explain what kind of physical contact is</p>	<p>in others.</p> <p>To work collaboratively towards shared goals.</p> <p>To recognise what constitutes a positive, healthy relationship and to develop the skills to maintain these relationships.</p> <p>To be aware of different types of relationships, including those between friends and families, civil partnerships and marriage.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</p> <p>To recognise stereotypes.</p> <p>To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns, to recognise and care about others people's feelings and try to see and respect their points of view.</p>	<p>develop the skills to form and maintain these.</p> <p>To recognise that their actions affect themselves and others.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To begin to recognise and challenge stereotypes.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.</p> <p>To explain some of the differences and similarities between people arising from a number of factors.</p> <p>To continue to judge what kind of physical contact is acceptable/</p>	<p>of stable, loving relationships and to be aware that marriage is a commitment freely entered into by both people.</p> <p>To work collaboratively towards and plan how to achieve shared goals.</p> <p>To recognise and challenge stereotypes.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge their points of view.</p> <p>To extend their understanding of the factors that can arise from the differences and similarities between people.</p> <p>To judge what kind of physical contact is acceptable/unacceptable, explain how to respond and who can help.</p>
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	secrets and surprises.	to respond. To identify the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.	acceptable/ unacceptable and how to respond. To explain the concept of 'keeping something confidential or secret' and when it is right to 'break confidence' or 'share a secret'.	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to ask for help. To judge what kind of physical contact is acceptable/ unacceptable and how to respond.	unacceptable and how to respond. To explain the concept of keeping something confidential or secret, when we should or should not agree to this and when it is right to break a confidence or share a secret.	
Living in the wider world						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To work as part of a team.</p> <p>To listen and follow rules.</p> <p>To adapt behaviour.</p> <p>To accept changes to routine.</p> <p>To show sensitivity to the likes and dislikes of others.</p> <p>To know similarities and differences between themselves and others.</p>	<p>To being to contribute to the life of the classroom.</p> <p>To help construct, and agree to follow, class rules.</p> <p>To recognise that people and other living things have needs and that they have responsibilities to meet them.</p> <p>To recognise that money comes from different sources and can be used for different purposes.</p> <p>To begin to identify the role money plays in their lives including how to manage their money, keep it safe and make choices about spending</p>	<p>To contribute to the life of the classroom.</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them.</p> <p>To identify that they belong to various groups and communities such as family and school.</p> <p>To learn what improves and harms their local, natural and built environments and about some of the ways people look after that.</p> <p>To recognise that money comes from different sources and can be used for different purposes,</p>	<p>To recognise why and how rules and laws that protect themselves and others are made and enforced.</p> <p>To recognise that everyone has human rights.</p> <p>To explain that universal human rights are there to protect everyone and have primacy over both national law and family and community practices.</p> <p>To identify different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p>	<p>To recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals.</p> <p>To identify how to resolve differences by looking at alternatives, seeing and respecting others' points of view and making decisions.</p> <p>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally.</p> <p>To learn that resources can be allocated in different ways and that</p>	<p>To recognise that everyone has human rights –all people and all societies, and that children have their own special rights set out in the UN Declaration of the Rights of the Child.</p> <p>To learn that there are different kinds of responsibilities, rights and duties at home, at school, and in the community.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>To think about the lives of people living in other places, and people with different values and</p>	<p>To recognise why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To recognise that there are some cultural practices which are against British law and universal human rights.</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities.</p>

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	<p>money.</p>	<p>including the concept of spending and saving.</p> <p>To identify the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices.</p>	<p>To appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>To research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>To think about the lives of people living in other places, and people with different values and customs.</p> <p>To identify the role money plays in their own and others' lives, including how to manage their money.</p> <p>To develop an initial understanding of the concepts of spending, saving, 'loan' and 'debt'.</p>	<p>these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>To identify the role money plays in their own and others' lives, including how to manage their money and explain what is meant by being a critical consumer.</p> <p>To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax'.</p> <p>To talk about enterprise and the skills that make someone 'enterprising'.</p>	<p>customs.</p> <p>To identify the role money plays in their own and others' lives, including how to manage their money and being a critical consumer.</p> <p>To give examples of types of 'interest', 'loan', 'debt' and 'tax'.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p>	<p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>To secure their understanding of the concepts of 'interest', 'loan', 'debt' and 'tax', and to increase their understanding of how to manage their money and become a critical consumer.</p> <p>To develop the skills that makes someone 'enterprising' and explain different types of enterprise.</p>
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Red type – indicates content not explicitly covered in PSHE/RSE lessons and will need to be covered during class assemblies.