

Progression of Skills

in PSHE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To understand how to keep physically safe and healthy	<ul style="list-style-type: none"> ○ Talk about the harmful aspects of some household products and medicines ○ Describe ways of keeping safe in familiar situations ○ Make simple choices about some aspects of their health and wellbeing and know what keeps them healthy 	<ul style="list-style-type: none"> ○ Describe more confidently their knowledge of the harmful aspects of some household products and medicines ○ Describe ways of keeping safe and ensuring the safety of others in familiar situations ○ Make choices about a wider range of aspects of their health and wellbeing, and be more confident in their understanding about what keeps them healthy 	<ul style="list-style-type: none"> ○ 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 ○ Describe ways of keeping safe online ○ Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being ○ Express simple ideas, with support, about how to develop healthy lifestyles 	<ul style="list-style-type: none"> ○ 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 ○ Describe ways of keeping safe in unfamiliar situations ○ Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being ○ Express simple ideas, with support, about how to develop healthy lifestyles 	<ul style="list-style-type: none"> ○ 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 ○ Describe ways of keeping safe and ensuring the safety of others in unfamiliar situations ○ Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well being ○ Make choices about how to develop healthy lifestyles ○ Identify some factors that affect emotional health and well being 	<ul style="list-style-type: none"> ○ 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 ○ Describe ways of keeping safe when using the internet (social media) and when they are playing out with their friends, ○ 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 ○ Identify and explain some factors that affect emotional health and wellbeing, and strategies for dealing with them

						<ul style="list-style-type: none"> ○ Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles
To learn about themselves in relation to other people	<ul style="list-style-type: none"> ○ Understand that they belong to various groups and communities, such as family and school ○ Begin to contribute to the life of the class and school 	<ul style="list-style-type: none"> ○ Describe more confidently different groups and communities they belong to, including family and school ○ Contribute actively to the life of the class and school 	<ul style="list-style-type: none"> ○ 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 ○ Recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges 	<ul style="list-style-type: none"> ○ 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 ○ Recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges 	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ 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
To understand themselves and their emotions	<ul style="list-style-type: none"> ○ Express some of their positive qualities ○ Identify, name and demonstrate that they can manage some feelings 	<ul style="list-style-type: none"> ○ Demonstrate that they can identify, name a wider range of feelings ○ Manage feelings and recognise and express with confidence their positive qualities 	<ul style="list-style-type: none"> ○ Identify, with support, some factors that affect how people think and feel ○ Know when to listen to their emotions 	<ul style="list-style-type: none"> ○ Identify, with support, some factors that affect how people think and feel ○ Know strengths and areas for development ○ Know when to listen to their emotions 	<ul style="list-style-type: none"> ○ Demonstrate that they recognise their own worth and that of others, and identify positive ways to face new challenges ○ Know strengths and areas for development 	<ul style="list-style-type: none"> ○ Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify and demonstrate ways to face new challenges ○ Manage my emotions when changes occur
To learn about money	<ul style="list-style-type: none"> ○ Realise that money comes from different 	<ul style="list-style-type: none"> ○ Realise and be able to describe that money 	<ul style="list-style-type: none"> ○ Understand, with support, that resources can be 	<ul style="list-style-type: none"> ○ Understand, with support, that resources 	<ul style="list-style-type: none"> ○ Understand that resources can be 	<ul style="list-style-type: none"> ○ Understand that and describe how resources

	sources and can be used for different purposes	comes from different sources and different uses of it	allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment ○ 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	can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment ○ 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	allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment ○ 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	can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment ○ 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
To know how to become a responsible citizen	<ul style="list-style-type: none"> ○ Agree and follow rules for their group and classroom, and understand how rules help them ○ Recognise choices they can make and recognise the difference between right and wrong ○ Recognise the effect of their behaviour on other people, and cooperate with others ○ Recognise that bullying is wrong and list some ways to get help in dealing with it 	<ul style="list-style-type: none"> ○ Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour ○ Recognise and be able to describe more confidently choices they can make and the difference between right and wrong ○ Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties 	<ul style="list-style-type: none"> ○ 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 ○ Understand some basic facts about democracy and about some of the institutions that support it locally and nationally ○ Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at alternatives, making 	<ul style="list-style-type: none"> ○ 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 ○ Understand, with support, the nature and consequences of bullying, and ways of responding to it ○ Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive 	<ul style="list-style-type: none"> ○ 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 ○ Understand what democracy is, and about the basic institutions that support it locally and nationally ○ Demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices 	<ul style="list-style-type: none"> ○ 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 ○ Understand and describe what democracy is, institutions that support it locally and nationally and how it happens ○ Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making

	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims ○ 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>decisions and explaining choices</p> <ul style="list-style-type: none"> ○ 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 ○ Understand, with support, the nature and consequences of bullying, and ways of responding to it ○ Identify different types of relationships and, with support, show ways to maintain good relationships 	<p>behaviours such as bullying and racism on individuals and communities</p> <ul style="list-style-type: none"> ○ 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 ○ Understand some basic facts about democracy and about some of the institutions that support it locally and nationally 	<ul style="list-style-type: none"> ○ Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities 	<p>decisions and explaining choices</p> <ul style="list-style-type: none"> ○ 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 ○ Recognise and describe the nature and consequences of bullying, express ways of responding to it, and support others to do so
<p>To know about gender, sex and relationships</p>	<ul style="list-style-type: none"> ○ Identify and respect differences and similarities between people ○ Explain different ways that family and friends should care for one another ○ Explain ways of keeping clean, name the main parts of the 	<ul style="list-style-type: none"> ○ 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 ○ Identify, describe with confidence and respect differences and similarities between people 	<ul style="list-style-type: none"> ○ Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way 	<ul style="list-style-type: none"> ○ Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way ○ Identify different types of relationships and, with support, show ways to maintain good relationships 	<ul style="list-style-type: none"> ○ Identify different types of relationships and show ways to maintain good relationships ○ Discuss some of the bodily and emotional changes at puberty, and demonstrate some ways of dealing with these in a positive way 	<ul style="list-style-type: none"> ○ Identify different types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships ○ Discuss some of the bodily and emotional changes at puberty and understand how they might affect

	body and explain that people grow from young to old	<ul style="list-style-type: none"> ○ Explain a wider range of ways that family and friends should care for one another 				them, and demonstrate some ways of dealing with these in a positive way
Objectives to be covered throughout each unit	<ul style="list-style-type: none"> ○ Take part in discussions with one other person and the whole class ○ Take part in a simple debate about topical issues ○ Share their views and opinions ○ Set themselves simple goals 	<ul style="list-style-type: none"> ○ Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates ○ Share their views and opinions and reasons for them ○ Set more challenging goals both short and medium term 	<ul style="list-style-type: none"> ○ Explore, with support, how the media present information ○ With support, research, discuss and debate topical issues, problems and events ○ Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others 	<ul style="list-style-type: none"> ○ Explore, with support, how the media present information ○ Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others ○ With support, research, discuss and debate topical issues, problems and events 	<ul style="list-style-type: none"> ○ Explore how the media present information ○ Research, discuss and debate topical issues, problems and events ○ Express their views confidently, and listen to and show respect for the views of others 	<ul style="list-style-type: none"> ○ Explore and comment on how the media present information ○ Take a lead role in researching, discussing and debating topical issues, problems and events ○ Express their views confidently, and show how their views can develop in the light of listening to others