



PSHE / RSE Whole School Skills Progression



EYFS	Year 1	Year 2	Year 3 and 4	Year 5 and 6
<p>I know what emotions look and feel like and can name at least 4 emotions.</p>	<p>Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings</p>	<p>Demonstrate that they can identify, name and manage a wider range of feelings and recognise and express with confidence their positive qualities</p>	<p>Recognise their own worth/ strengths/ uniqueness, but may need support to demonstrate or express that, and also to identify ways to face new challenges.</p>	<p>Demonstrate more confidently that they recognise their own worth, uniqueness and strengths. To express ways to support others in recognising theirs, and identify an demonstrate ways to face new challenges</p>
<p>I can recognise what makes people happy and what makes them sad.</p>	<p>To recognise emotions and how they feel within my body.</p>	<p>Share their views and opinions and reasons for them, and set more challenging goals both short and medium term</p>	<p>To accept and give compliments. With support, understand why some may find this uncomfortable.</p>	<p>Express how emotions feel, how others see them and how we react differently to different stimuli. To recognise how emotions change during puberty and growth.</p>
<p>I understand anger and different responses to anger.</p>	<p>Share their views and opinions and set themselves simple goals</p>	<p>Make choices about a wider range of aspects of their health and well-being, and be more confident in their understanding about what keeps them healthy</p>	<p>To understand and set goals and recognise what actions are needed to achieve those goals. To understand perseverance and how to continue when things are difficult.</p>	<p>Express their views confidently, and show how their views can develop in the light of listening to others</p>
<p>I know who I can trust and who I can talk to if I need help.</p>	<p>Make simple choices about some aspects of their health and well-being and know what keeps them healthy</p>	<p>Explain ways of keeping safe, 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.</p>	<p>Explain how to challenge myself and what it feels like to be nervous and overcome our challenges. Express how to overcome setbacks and how they may feel.</p>	<p>Express ways to effectively communicate and how we can avoid misunderstandings.</p>
<p>I understand that to be healthy we must be active.</p>	<p>Explain ways of keeping clean, name the main parts of the body and explain that people grow from young to old</p>	<p>Describe more confidently their knowledge of risks, and how to mitigate risks. Think of ways of keeping safe and ensuring the safety of others in familiar situations</p>	<p>Recognise a range of emotions, how they look to others and how to recognise them internally. Describe how we can promote good mental health and support each other when emotional.</p>	<p>Discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with these in a positive way</p>
<p>I know how to stay clean and how to wash myself.</p>	<p>To understand private and public and the PANTS rule to support safe touch and not safe</p>	<p>Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims</p>	<p>Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others</p>	<p>Understand pregnancy, reproduction and the body parts associated with sexual intercourse. To understand puberty's effect on my body and changes.</p>
<p>I can explain why being clean is important.</p>	<p>Understand how to be a friend, recognising what it makes to be a good friend.</p>	<p>Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way</p>	<p>Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way</p>	<p>To understand consent and its importance. To feel confident making my own choices and confidently say no and mean it.</p>
<p>I can be independent and complete tasks on my own.</p>	<p>Express simple ideas, with support, about how to develop healthy lifestyles. Explain how to reduce risks in life and recognise risk.</p>	<p>Express simple ideas, with support, about how to develop healthy lifestyles. Explain how to reduce risks in life and recognise risk.</p>	<p>To explain how to remain safe online and how to make good choices online.</p>	<p>Talk about a wide range of money, finances and bills, demonstrate how to look after and save money. Understand bills, loans and repayments.</p>
<p>I know what is special about me, what makes me different and similar.</p>	<p>Identify, what it means to be a girl or a boy. To challenge gender stereotypes.</p>	<p>Identify, what it means to be a girl or a boy. To challenge gender stereotypes.</p>	<p>Identify, what it means to be a girl or a boy. To challenge gender stereotypes.</p>	<p>Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles</p>
<p>I can take turns and share.</p>	<p>Understand respect and how we show respect to one another and those in our communities. Recognise similarities and differences between us and others.</p>	<p>Understand respect and how we show respect to one another and those in our communities. Recognise similarities and differences between us and others.</p>	<p>Understand respect and how we show respect to one another and those in our communities. Recognise similarities and differences between us and others.</p>	<p>Identify and explain some factors that affect emotional health and well-being, and strategies for dealing with them</p>
<p>I can discuss friendship and how to be a good friend.</p>	<p>Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around social media, drugs and alcohol.</p>	<p>Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around social media, drugs and alcohol.</p>	<p>Make judgements and decisions and list, with support, some ways of resisting negative peer pressure and undoing stereotypes. To recognise how stereotypes can be unhelpful and harmful in the community.</p>	<p>Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around social media, drugs and alcohol.</p>
		<p>To discuss the dangers of social media, understanding fake and real content and how to discern the difference. Discover how to find reliable information online.</p>	<p>With support, identify different types of relationships and, with support, show ways to maintain good relationships. To explain why families are important and special.</p>	<p>To discuss the dangers of social media, understanding fake and real content and how to discern the difference. Discover how to find reliable information online.</p>
				<p>List a range of substances and drugs that are legal and illegal, including those which are commonly available, describe some of</p>

<p>I can show sharing and turn taking.</p> <p>I can make simple choices.</p> <p>I can simply explain my thinking and my opinions.</p> <p>I can explain my likes and dislikes.</p> <p>I understand public and private.</p> <p>I understand what do to if I am uncomfortable. I can ask for help when I need it.</p> <p>I know trusted adults.</p> <p>I understand personal space and how to ask for what I need.</p> <p>Describe my family and what my family is like.</p> <p>Describe what I am good at and what makes me special.</p> <p>Discuss my interests and passions.</p> <p>Take on more responsibilities and tasks without an adult.</p> <p>Follow the rules of our class and helping others.</p>	<p>friendships and arguments can be difficult to manage.</p> <p>Recognise the effect of their behaviour on other people, and cooperate/ negotiate with others</p> <p>Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another</p> <p>To recognise what groups I belong to and how we can support our community.</p> <p>Take part in discussions with one other person and the whole class, and take part in a simple debate expressing your views.</p> <p>Agree and follow rules for their group and classroom, and understand how rules help them. Understand respect and how to be respectful to others?</p> <p>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</p> <p>What do I need? What do I want? I can recognise human rights and needs.</p> <p>I know the special people in my life and who I can trust. I can signal for help and know where to go when I need help.</p>	<p>Understand truth and lies and discuss the differences of them.</p> <p>Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties</p> <p>Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another</p> <p>To accept compliments and celebrate differences and similarities.</p> <p>Discuss what I have achieved and understand how other may see me. To explain what achieving feels like.</p> <p>Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates</p> <p>Recognise and be able to describe more confidently choices they can make and the difference between right and wrong</p> <p>Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour</p> <p>Describe what makes a family and a person unique. Identify ways families can look differently to others.</p> <p>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> <p>Realise and be able to describe that money comes from different sources and different uses of it</p>	<p>Understand, with support, the nature love and how we maintain loving and positive relationships or friendship.</p> <p>To express acceptable and non-acceptable behaviour. With support, express ways we can deal with unacceptable behaviours and behaviours we find uncomfortable.</p> <p>With support, research, discuss and debate how to remain safe online. Discuss what we share online and how to know if sharing is safe. To debate, with support, whether media online is truthful or lies - what can we trust?</p> <p>Understand the difference between secrets and surprise. To explain when we would keep secrets and why. To debate when we would break a secret confidence. To understand when secrets should not be kept.</p> <p>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. Explain negotiation and how we would negotiate with others during disagreements.</p> <p>Understand some basic facts about democracy and about some of the institutions that support it locally and nationally</p> <p>Understand personal space and what is acceptable or not acceptable touch. To explore time when being touched is acceptable or not.</p> <p>To, with support, explain what to do if you feel uncomfortable or not safe. To be able to set and respect boundaries. To be able to say no/ stop and mean it.</p> <p>Understand what marriage is and how marriage can look differently for different families. To understand that marriage is a choice. To discuss free choice and free will, whether free will is a good thing.</p> <p>Explore, with support, how we ask for help and how we seek out support online, in person and while out in the world.</p>	<p>their effects and risks, and explain how to manage the risks in different familiar situations</p> <p>Identify different types of relationships for themselves and others, and show ways to maintain good, healthy relationships and to support others with their relationships</p> <p>To understand discrimination and how language can affect others. How to maintain and form positive role models, discuss how to lead others in good behaviours.</p> <p>Recognise and describe the nature and consequences of bullying, express ways of responding to it, and support others to do so. To explore prejudice and stereotypes and how we can challenge them. To understand homophobia/ transphobia and how to treat others respectfully.</p> <p>Take a lead role in researching, discussing and debating topical issues, including gender identity and sexual orientation.</p> <p>To understand a range of language surrounding sexual orientation and gender identity. To explore how people may feel or identify.</p> <p>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 > British values. To explain human rights and what rights I have.</p> <p>Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices</p> <p>Understand and describe what mental health is and recognise a range of ways to support our own and others mental health.</p> <p>Appreciate and explain the draw of social media and the internet. Discuss ways to manage a healthy balance and how to report difficulties using CEOPs. Discuss who can be trusted and how to report online abuse or inappropriate content. To understand how to stay safe in life and online. To manage permissions, consent and safety.</p> <p>Understand who can be trusted and where to get help if needed. To explore who can be trustworthy and how to get support from others.</p> <p>Understand and explore diseases, how diseases can be transmitted and how to protect ourselves from illness, infections and disease.</p> <p>To understand wages, finances, budgets, bills and how to maintain healthy financial balance. Understand loans and mortgages and how repayments work. Link to maths Summer Term.</p>
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