



PSHE Progression of Skills

BEING ME IN MY WORLD

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I know special things about myself.</p> <p>I know that some people are different from myself.</p> <p>I know how happiness and sadness can be Expressed.</p> <p>I can understand that I am special.</p> <p>I can identify helpful behaviours to make the class a safe place.</p>	<p>I can explain why class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn.</p> <p>I can explain why it is important to feel valued.</p>	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>

CELEBRATING DIFFERENCE

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I know what being proud means and that people can be proud of different things.</p> <p>I know that people can be good at different things.</p> <p>I know what being unique means.</p> <p>I know that families can be different.</p> <p>Recognise similarities and differences between my family and other families.</p> <p>Identify and use skills to make a friend.</p> <p>Identify and use skills to stand up for myself.</p>	<p>I can tell you some ways that I am different and similar to other people in my class and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation e.g. Solve It Together or asking for help.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>

DREAMS AND GOALS

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can understand that challenges can be difficult.</p> <p>I can recognise some of the feelings linked to perseverance.</p> <p>I can talk about a time that they kept on trying and achieved a goal.</p> <p>I know what a challenge is.</p> <p>I know that it is important to keep trying.</p> <p>I know what a goal is.</p> <p>I know how to set goals and work towards the future.</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>

HEALTHY ME

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I know the names for some parts of my body.</p> <p>I know what the word 'healthy' means.</p> <p>I know some things that I need to do to keep healthy.</p> <p>I can recognise how exercise makes me feel.</p> <p>I can recognise how different foods can make me feel.</p> <p>I can explain what they need to do to stay healthy.</p>	<p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can make me feel happy.</p>	<p>I can explain why foods and medicines are good for my body comparing my ideas with less healthy / unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can explain different roles that food and substances can play in people's lives.</p> <p>I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>

RELATIONSHIPS

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know what a family is.</p> <p>Know that different people in a family have different responsibilities (jobs).</p>	<p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.</p>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p>	<p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p>	<p>I can recognise how people are feeling when they miss a special person or animal.</p>	<p>I can compare different types of friendships and the feelings associated with them.</p>	<p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p>

<p>Know some of the characteristics of healthy and safe friendship</p> <p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p>	<p>I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>
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CHANGING ME

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know the names and functions of some parts of the body (see vocabulary list).</p> <p>Know that we grow from baby to adult.</p> <p>Know who to talk to if I am feeling worried</p> <p>Can identify how they have changed from a baby.</p>	<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</p> <p>I can use the correct names for penis, testicles, anus, vagina, vulva and give reasons why they are private.</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p>	<p>I can explain how boys' and girls' bodies change on the inside / outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over.</p>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p> <p>I can also summarise the process of conception.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>

<p>Can say what might change for them when they get older.</p>		<p>I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</p>	<p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>I can offer some suggestions about how I might manage my feelings when changes happen.</p>	<p>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>	
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