

## PSHE PROGRESSION OF SKILLS

	Fs/Yr 1	Yr2/3	Yr 4	Yr 5	Yr 6
Developing confidence and responsibility and making the most of their abilities	Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.	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 (for example sharing toys).	Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others.	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.	Pupils can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth. They demonstrate respect for differences between people. They can recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce).
Developing a healthy, safer lifestyle	Children can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. They can explain that people grow from young to old.	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).	Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).	Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being. 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 can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).	Pupils can explain how to stay physically and mentally healthy. They can make informed choices to maintain their health and well-being, and can explain reasons for these choices. They can assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances. They can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs. They can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).
Developing good relationships and respecting the differences between people	Children can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).	Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. 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). They can identify and respect differences and similarities between people.	Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. 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).	Children can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.	Pupils can recognise difference and diversity (for example in culture, lifestyles, or relationships), and can demonstrate understanding and empathy towards others who live their lives in different ways. They can assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc). They can recognise and discuss the importance of relationships to marriage, parenthood and family life. They can discuss ways that relationships change over time, and how to negotiate within relationships (for example agreeing a curfew time with a parent or carer).

**“Preparing to play an active role as citizens”** strand of PSHE is covered in “Citizenship Progression of Skills”