

PSHCE – Skills Progression

Year Groups	<u>To understand living in the wider world</u>	<u>To understand relationships</u>	<u>To understand personal health, safety and wellbeing</u>
Year 1 and 2	<p>To explore how 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 understand that people and other living things have needs and that they have responsibilities to meet them</p> <p>To understand the importance of taking turns, sharing and the need to return things that have been borrowed</p> <p>To know that they belong to various groups and communities such as family and school</p> <p>To explore what improves and harms their local, natural and built environments and about some of the ways people look after them</p> <p>To understand that money comes from different sources and can be</p>	<p>To communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>To recognise how their behaviour affects other people</p> <p>To know the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>To begin to offer constructive support and feedback to others</p> <p>To identify and respect the differences and similarities between people (Equalities Act 2010)</p>	<p>To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>To explore good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p> <p>To consider change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>To understand importance of and how to maintain personal hygiene</p> <p>To know how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</p>

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<p>Year 1 and 2</p>	<p>used for different purposes, including the concepts of spending and saving</p> <p>To know about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</p> <p>To consider how important friendships are in making us feel happy and secure, and how people choose and make friends, recognising the characteristics of friendships e.g. honesty, kindness, sharing interests and experiences.</p>	<p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>To consider the characteristics of healthy family life, the importance of spending time together and sharing each other's lives</p> <p>To begin to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>To understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>To know that there are different types of teasing and bullying, that these are wrong and unacceptable</p> <p>To explore how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p>To consider the process of growing from young to old and how people's needs change</p> <p>To explore growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>To know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</p> <p>To know that household products, including medicines, can be harmful if not used properly</p> <p>To know and explore rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets)</p> <p>To consider people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</p>
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	<u>To understand living in the wider world</u>	<u>To understand relationships</u>	<u>To understand personal health, safety and wellbeing</u>
Year 3 and 4	<p>To learn why different rules are needed in different situations and how to take part in making and changing rules</p> <p>To understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>To consider what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>To consider the lives of people living in other places, and people with different values and customs</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p>	<p>To recognise and respond appropriately to a wider range of feelings in others</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain those relationships</p> <p>To be aware of different types of relationship, including those between acquaintances, friends and families, partnerships, civil partnerships and marriage</p> <p>To know that their actions affect themselves and others</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond and understand that they have autonomy and the right to protect their body from inappropriate and unwanted contacted</p> <p>To explore 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'</p> <p>To recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</p>	<p>To consider what positively and negatively affects their physical, mental and emotional health</p> <p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</p> <p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>To know that bacteria and viruses can affect health and that following simple routines can reduce their spread</p>

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<p>Year 3 and 4</p>	<p>To explore enterprise and the skills that make someone 'enterprising'</p> <p>To consider how important friendships are in making us feel happy and secure, and how people choose and make friends, recognising the characteristics of friendships e.g. trust and trust worthiness, generosity, sharing interests and experiences.</p>	<p>To work collaboratively towards shared goals</p> <p>To begin to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise</p> <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p> <p>To recognise and manage 'dares'</p> <p>To recognise and challenge stereotypes</p> <p>To learn about change including transitions (between key stages and schools) loss, separation, divorce and bereavement</p> <p>To recognise that families are important for children growing up because they can give love, security and stability</p>	<p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous or unhealthy</p> <p>To know school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>To know what is meant by the term 'habit' and why habits can be hard to change</p> <p>To begin to understand how their body will change as they approach & move through puberty and how this is linked to reproduction (Yr 4)</p> <p>To know strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)</p> <p>To understand the importance of protecting personal information, including passwords, addresses and images</p> <p>To know which people are responsible for helping them stay healthy and safe and ways that they can help these people</p>
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	<u>To understand living in the wider world</u>	<u>To understand relationships</u>	<u>To understand personal health, safety and wellbeing</u>
Year 5 and 6	<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 learn why and how rules and laws that protect themselves and others are made and enforced</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities</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</p>	<p>To recognise and respond appropriately to a wider range of feelings in others</p> <p>To deepen their understanding of what constitutes a positive, healthy relationship</p> <p>To develop the skills to develop and maintain positive and healthy relationships</p> <p>To explore and discuss different types of relationship, including those between acquaintances, friends and families, partnerships, civil partnerships and marriage.</p> <p>To recognise that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>To explore how that their actions affect themselves and others</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond and understand that they have autonomy and the right to protect their body from inappropriate and unwanted contacted</p>	<p>To consider what positively and negatively affects their physical, mental and emotional health (including the media)</p> <p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>To communicate their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>To communicate that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>To consider feelings about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</p> <p>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p>

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<p>Year 5 and 6</p>	<p>in relation to health and wellbeing</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>To deepen their understanding of how to manage their money and be a critical consumer</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>To explore and critique how the media present information.</p>	<p>To understand ways in which a relationship can be unhealthy, to recognise when a relationship is unhealthy, how to manage this or who to go to and what to say if they need support.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns</p> <p>To give rich and constructive feedback and support to benefit others as well as themselves</p> <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p> <p>To recognise and manage 'dares'</p>	<p>To recognise and rehearse when and how to ask for help and use basic techniques for resisting pressure to do something that makes them uncomfortable, anxious or that they believe to be wrong</p> <p>To recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from other if needed</p> <p>To learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety</p> <p>To know that some substances and drugs are legal, some are restricted and some are illegal to own, use and supply to others</p> <p>To deepen their understanding of how their body will and emotions may change as they approach and move through puberty including the importance of personal hygiene</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 learn about human reproduction including conception (and that this can be prevented)</p> <p>To know strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)</p> <p>To understand the importance of protecting personal information, including passwords, addresses and images</p>
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<p>To consider how important friendships are in making us feel happy and secure, and how people choose and make friends, recognising the characteristics of friendships e.g. loyalty, support with problems and difficulties and sharing interests and experiences.</p>	<p>To recognise and challenge stereotypes.</p>	<p>To know which people are responsible for helping them stay healthy and safe and to explore their own responsibilities.</p>
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**NB. Skills Progression has been adapted from the Portsmouth Programme of Study for the PSHCE Association.*

