PSHE Progression of Skills

	EYFS Nursery	EYFS Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing	• Is showing more confidence in new social situations • Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly • Is able to make healthy choices about food, drink, activity and tooth-brushing	• Sees himself/herself as a valuable individual • Shows resilience and perseverance in the face of challenge • Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge (ELG) • Manages his/her own needs around personal hygiene • Can explain the reasons for rules, knows right from wrong and tries to behave	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To communicate their feelings to others, to recognise how others show feelings and how to respond. To improve vocabulary to describe their feelings, (both positive and negative), and to develop strategies for managing feelings. To know what constitutes, and how to maintain, a healthy lifestyle	To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. To understand what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, healthy eating and dental health. To learn 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.	What is mental wellbeing / health? Know it is part of daily life. Know how we feel at certain times or due to certain events. How can we help ourselves? Impact of bullying on – line on our mental health – how might we react? What can we do to stop it? How can we feel better about it? Science link – Importance of health, lifestyle, diet, exercise and sleep to help our mental wellbeing.	Normal range of emotions and scale of emotions. Benefits of physical exercise, time outdoors, community, volunteering on mental health. Simple self-care techniques. Characteristics and mental/physical benefits of an active life style. Seek help about health. Risks of inactive lifestyle. Sensitive issue: super human.	Loneliness – can lead to depression, obesity, anxiety and phobias. To understand how joining a group or having a hobby can keep you active and sociable. To understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. To know how to recognise and talk about emotions including having a varied vocabulary of words to use when talking about	It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. Where and how to seek support (including recognising the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

		accordingly (ELG) • Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG) • Knows and can talk about the different factors that support his/her overall health and wellbeing; regular physical activity • Knows and can talk about the different factors that support his/her overall health and wellbeing; healthy eating • Knows and can talk about the different factors that	including the benefits of physical activity, rest, healthy eating and dental hygiene. To know the importance of, and how to, maintain personal hygiene. Sensitive issue – Being respectful to those with disabilities.	To understand how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. Sensitive issue – disabilities.	Focus on exercise and sleep. Safe sun exposure is covered in Science Autumn 1. Science link – Importance of health, lifestyle, diet, exercise and sleep to help our mental wellbeing. Focus on diet – food groups and calories. Science link Importance of health, lifestyle, diet, exercise and sleep to help our mental wellbeing. Focus on diet – make a healthy and nutritious meal with the children. Science link – Importance of hygiene.	Paralympics, attitude to disability.	their own and others' feelings. To understand about the benefits of rationing the time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. To know why social media, some computer games and online gaming for example is age restricted. To know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Addictive behaviour OCD Risks associated with an inactive lifestyle (including obesity) (Science) The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours .(Science) Phobias Poverty

		support his/her overall health and wellbeing; toothbrushing • Knows and can talk about the different factors that support his/her overall health and wellbeing; sensible amounts of 'screen time' • Knows and can talk about the different factors that support his/her overall health and wellbeing; having a good sleep routine • Knows and can talk about the different factors that support his/her overall health and wellbeing; being a safe pedestrian			Body changes – sweating and smelling – what can we do? Link to a story based on PE lesson where a child gets bullied due to their smell after exercise.		To know how to recognise the early signs of physical illness, such as weight loss or unexplained changes to the body. To know about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing. To know the key facts about puberty and the changing adolescent body, particularly from age 9 through to 11 including physical and emotional changes. To know about menstrual wellbeing including the key facts about the menstrual cycle.	

Relationships	• Is becoming more outgoing with unfamiliar people, in the safe context of his/her setting • Plays with one or more other children, extending and elaborating play ideas • Is beginning to understand how others might be feeling • Observation checkpoint: Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? • Observation checkpoint: Around the age of 4, does the child play alongside others or do they always	• Builds constructive and respectful relationships • Thinks about the perspectives of others • Forms positive attachments to adults and friendships with peers (ELG) • Shows sensitivity to his/her own and to others' needs (ELG) • Works and plays cooperatively and takes turns with others (ELG)	To identify and respect the differences and similarities between people. To identify special people, (friends and family), what makes them special and how special people should care for one another. To know that they belong to different groups and communities, such as, families, school, church, football club etc To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To know about how to be a good friend and to develop strategies to solve conflicts with friends.	To identify their special people (friends, family, carers) what makes them special and how special people should care for one another. To recognise that their behaviour can affect other people. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. To recognise what is fair and unfair, kind and unkind, what is right and wrong. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To understand that people's bodies and	Families are important for children growing up because they can give love, security and stability. (2 weeks) Families are important for children growing up because they can give love, security and stability. Stable, caring relationships, which may be of different types are at the heart of happy families and are important for children's security as they grow. Importance of friendships in making us feel happy and secure, and how people choose and make friends. How to look after yourself – road safety focus.	Characteristics of healthy family life – protection, spending time together, times of difficulty. Recognise if family relationships make them feel unhappy/unsafe and seek advice. Characteristics of friendship: mutual respect, truthfulness, trust, loyal, kind, generous, sharing. support with difficulties. Recognise who to trust and who not to trust. Manage conflict. Online relationships Anonymity Respect	Addiction – Respect yourself and to know the dangers of addiction to video games, medicines, alcohol, to know it's a serious thing. Addiction – Respect yourself and to know the dangers of addiction to video games, medicines, alcohol, to know it's a serious thing. To know healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. To know what sort of boundaries are appropriate in friendships with peers and others. To work collaboratively towards a shared goal	Most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right. Importance of self respect and how this links to their own happiness. Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. No one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. Two people who love and care for one another can be in a committed relationship and

	want to play alone? • Observation checkpoint: Takes part in pretend play (e.g. being 'mummy' or 'daddy') • Observation checkpoint: Takes part in pretend play with different roles - being the Gruffalo, for example. He/she generally negotiates solutions to conflicts in his/her play •		Sensitive issue – death or loss of a pet.	feelings can be hurt (including what makes them feel comfortable and uncomfortable). To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) to recognise that their behaviour can affect other people. Sensitive issue – Death of a relative.	As you age – more freedom – how do we manage risks such as roads and rail. Rules whilst we travel on bikes and scooters etc. Link – Following the law of driving and following the Green Cross Code. Sensitive Issue: Road safety – consequences of not staying safe e.g. Fatalities, disability. Drivers, cyclist, pedestrians all following the rules.	Keeping safe Recognise risks. Sensitive Issue: Diversity Tolerance of others – religion, colour, race.	To know practical steps they can take in different situations to improve or support respectful relationships. To know how to critically consider online friendships and sources of information including awareness of the risks associated with people they have never met. To know how to recognise and report feelings of being unsafe or feeling bad about any adult. How to report concerns or abuse and the vocabulary and confidence needed to do so.	not be married or in a civil partnership. The difference between and the term associated with sex, gender identity and sexual orientation. Death caused by natural and man made disasters.

Living in the Wider World	• Selects and uses activities and resources, with help when needed. This helps him/her to achieve a goal he/she has chosen, or one which is suggested to him/her • Is developing his/her sense of responsibility and membership of a community • Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas	• Expresses his/her feelings and considers the feelings of others • Is able to identify and moderate his/her own feelings socially and emotionally • Is able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions (ELG) • Can set and work towards simple goals, is able to wait for what he/she wants and control his/her immediate	To identify and respect the differences and similarities between people. To judge what kind of physical contact is acceptable and comfortable and how to respond. (Underpants rule from NSPCC). To know that people and other living things have rights and everyone has responsibilities, e.g. protecting others bodies and feelings, take turns, share and understand the need to return things that have been borrowed. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. To develop strategies to resist	To know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. 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' (how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Conventions of courtesy and manners. Respect within school and wider society, treated with respect and respect of others, including those in position of authority. ICT On-line safety – people who pretend to be someone they are not. Assessing risks on line. How to respond safely and appropriately to adults they encounter in all contexts.(2 weeks) How to respond safely and appropriately to adults they encounter in all	How to ask for advice / help. Where to get advice from. Types of bullying. Impact of bullying. Responsibilities of bystanders. Understand personal boundaries, what they are willing to share, rights to privacy. Taking care of their body, right to protect their body from unwanted contact. Which, why and how, commonly available substances and drugs can damage immediate and future health.	Radicalisation Radicalisation To research and discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. To consider the lives of people living in other places and people with different values and customs. To know families in school and the wider world can look different from their family and they should respct differences and understand families are characterised by love and care To understand what a stereotype is and how they	Privacy and implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact. Importance of permission seeking and giving in relationships with friends, peers and adults. How to be a discerning consumer of information, including that from search engines is ranked, selected and targeted. For most people the internet is an integral part of life and has many

	• Increasingly follows rules, understanding why they are important • Does not always need an adult to remind him/her of a rule • Is developing appropriate ways of being assertive • Talks with others to solve conflicts • Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worried' • Observation checkpoint: Can settle to some activities for a while	impulses when appropriate (ELG) • Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly (ELG)	teasing or bullying if they experience or witness it, including who to go to and how to get help. Sensitive issue - Special people who work in our community, (people who help us).	To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To know the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. Sensitive issue – Pants Rule NSPCC.	contexts. (Stranger Danger) Understanding what bullying is. Bullying in different contexts. Your responsibility if you see bullying. Right and wrong – link to Drugs Education – difference between drugs and medicine. Importance of medicines for the people who take them –medicine safety.	Sensitive issue: Homelessness Role of money, managing money.	can be unfair, negative or destructive. To understand the importance of respecting others even when they are very different from them, make different choices or have different perspectives. To know the role money plays in their own and others' lives including how to manage their money and about being a critical consumer.	benefits. (Computing) Where and how to report concerns and get support with issues online. (Computing – E-Safety lesson) Information and data is shared and used online. People use the internet and online gaming to entice people to become involved. Never give out personal details Facts and science relating to allergies, immunisation and vaccination. How to make a clear and efficient call to emergency services if necessary Concepts of basic first-aid for example dealing with common injuries,

								including head injuries. Terrorism and extremism

NB: Progression of skills for Nursery and Reception are links from the EYFS curriculum and this shows how they link in with the rest of the school to show overall progression, but they are not taught in the same order as the school, due to topics and needs of the children. Also child initiated learning can affect skills taught at different times. However they are all taught throughout the year in an inclusive learning environment.