**PSHE PROGRESSION OF SKILLS YEAR 1 – YEAR 6**

| **Theme**  | **Emerge** | **Evolve** | **Establish** | **Year 1** | **Year 2** |
| --- | --- | --- | --- | --- | --- |
| **Me and My Relationships** | **Use gestures gaze and talk to achieve a goal i.e a drink****Shows an awareness of how to complete tasks****Knows that they are in a safe and secure environment****Shows an interest in other children and/or play****Manages transition from parent to key person****Understands boundaries****Is willing to try new things** | **Will accept help but only for the part they cannot do themselves e.g reach for something****Starts to complete most self-care with minimal adult support** | **Can complete new activities without support** | **Children will be able to:****Understand that classroom rules help everyone to learn and be safe****Explain their classroom rules and be able to contribute to making these****Recognise how others might be feeling by reading body language/facial expressions****Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)****Identify a range of feelings****Identify how feelings might make us behave****Suggest strategies for someone experiencing 'not so good' feelings to manage these.****Recognise that people's bodies and feelings can be hurt****Suggest ways of dealing with different kinds of hurt****Recognise that they belong to various groups and communities such as their family****Explain how these people help us and we can also help them to help us.****Identify simple qualities of friendship****Suggest simple strategies for making up****Demonstrate attentive listening skills****Suggest simple strategies for resolving conflict situations****Give and receive positive feedback, and experience how this makes them feel** | **Children will be able to:****Suggest actions that will contribute positively to the life of the classroom;****Make and undertake pledges based on those actions****Take part in creating and agreeing classroom rules****Use a range of words to describe feelings****Recognise that people have different ways of expressing their feelings****Identify helpful ways of responding to other's feelings****Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two****Identify situations as to whether they are incidents of teasing or bullying****Understand and describe strategies for dealing with bullying****Rehearse and demonstrate some of these strategies****Explain the difference between bullying and isolated unkind behaviour****Recognise that that there are different types of bullying and unkind behaviour****Understand that bullying and unkind behaviour are both unacceptable ways of behaving****Recognise that friendship is a special kind of relationship****Identify some of the ways that good friends care for each other****Recognise, name and understand how to deal with feelings (e.g. anger, loneliness)****Explain where someone could get help if they were being upset by someone else’s behaviour.** |
| **Valuing Difference** | **Know that they have opinions and ideas****Begin to show an awareness of other children’s feelings for e.g when happy/sad/angry****Feel safe to express a range of emotions****Begin to link emotions with pictures by looking at key features e.g smile, tears****Understands that not everyone will agree** | **Use an adult to support conflict and to find a mutual resolution****Begins to talk with their friends about what is fair and why?****(adult support will probably be needed)****Notice and questions about differences such as skin colour, gender etc****Begin to support a friend if they are upset or need help** | **Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult.****Be able to talk through conflicts independently****And begin to create resolutions independently****Begin to understand how others might be feeling and why?****Begin to consider and value other points of view, particularly when they are different to their own** | **Children will be able to:****Identify the differences and similarities between people****Empathise with those who are different from them****Begin to appreciate the positive aspects of these differences****Explain the difference between unkindness, teasing and bullying****Understand that bullying is usually quite rare****Explain some of their school rules and how those rules help to keep everybody safe****Identify some of the people who are special to them****Recognise and name some of the qualities that make a person special to them****Recognise and explain what is fair and unfair, kind and unkind****Suggest ways they can show kindness to others** | **Children will be able to:****Identify some of the physical and non-physical differences and similarities between people****Know and use words and phrases that show respect for other people****Identify people who are special to them****Explain some of the ways those people are special to them****Recognise and explain how a person's behaviour can affect other people****Explain how it feels to be part of a group****Explain how it feels to be left out from a group****Identify groups they are part of****Suggest and use strategies for helping someone who is feeling left out****Recognise and describe acts of kindness and unkindness****Explain how these impact on other people's feelings****Suggest kind words and actions they can show to others****Show acts of kindness to others in school****Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted)****Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.** |
| **Keeping myself safe** | **Will hear and stop when an adult says ‘no’ e.g going to pull something from a shelf that could hurt them etc** | **May obey rules but does not understand them.****Be very independent and may want to do things on his or her own****Be selfish and do not like to share****Be moody; mood swings are common in this age group****Have a number of fears****Enjoy exploring the body and may play doctor and nurse** | **Be eager to please others and make them happy****Have good manners****Manage own basic hygiene and personal needs****Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe** | **Children will be able to:****Understand that the body gets energy from food, water and air (oxygen)****Recognise that exercise and sleep are important parts of a healthy lifestyle****Recognise the importance of sleep in maintaining a healthy, balanced lifestyle****Identify simple bedtime routines that promote healthy sleep****Recognise emotions and physical feelings associated with feeling unsafe****Identify people who can help them when they feel unsafe****Recognise the range of feelings that are associated with loss****Understand that medicines can sometimes make people feel better when they’re ill****Explain simple issues of safety and responsibility about medicines and their use****Understand and learn the PANTS rules****Name and know which parts should be private****Explain the difference between appropriate and inappropriate touch****Understand that they have the right to say “no” to unwanted touch****Start thinking about who they trust and who they can ask for help.** | **Children will be able to:****Understand that medicines can sometimes make people feel better when they’re ill****Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell****Explain simple issues of safety and responsibility about medicines and their use****Identify situations in which they would feel safe or unsafe****Suggest actions for dealing with unsafe situations including who they could ask for help****Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe****Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation****Identify the types of touch they like and do not like****Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable****Recognise that some touches are not fun and can hurt or be upsetting****Know that they can ask someone to stop touching them****Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable****Identify safe secrets (including surprises) and unsafe secrets****Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable****Identify how inappropriate touch can make someone feel****Understand that there are unsafe secrets and secrets that are nice surprises****Explain that if someone is being touched in a way that they don’t like they have to tell someone in their safety network so they can help it stop** |
| **Rights and Responsibilities** | **Begin to self-soothe without the need of an adult e.g soft toy, special place****Begins to follow rules and routines but uses other children/adults as prompts** | **Begin to use limited emotional language about themselves e.g I am sad/happy/angry****Increase their range of emotional vocab****Begin to show control for short period of time e.g waiting a turn** **Begin to talk about examples of own or others behaviour** | **Understands the importance of healthy choices****Be able to talk about their feelings in more elaborated way i.e I’m sad because…..** | **Children will be able to:****Recognise the importance of regular hygiene routines****Sequence personal hygiene routines into a logical order****Identify what they like about the school environment****Recognise who cares for and looks after the school environment****Demonstrate responsibility in looking after something (e.g. a class pet or plant)****Explain the importance of looking after things that belong to themselves or to others****Explain where people get money from****List some of the things that money may be spent on in a family home****Recognise that different notes and coins have different monetary value****Explain the importance of keeping money safe****Identify safe places to keep money****Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).** | **Children will be able to:****Describe and record strategies for getting on with others in the classroom****Explain, and be able to use, strategies for dealing with impulsive behaviour****Identify special people in the school and community who can help to keep them safe****Know how to ask for help.****Identify what they like about the school environment****Identify any problems with the school environment (e.g. things needing repair)****Make suggestions for improving the school environment****Recognise that they all have a responsibility for helping to look after the school environment****Understand that people have choices about what they do with their money****Know that money can be saved for a use at a future time****Explain how they might feel when they spend money on different things****Recognise that money can be spent on items which are essential or non-essential****Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.** |
| **Being my Best** |  |  |  | **Children will be able to:****Recognise the importance of fruit and vegetables in their daily diet****Know that eating at least five portions of vegetables and fruit a day helps to maintain health****Recognise that they may have different tastes in food to others****Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch****Recognise which foods we need to eat more of and which we need to eat less of to be healthy.****Understand how diseases can spread****Recognise and use simple strategies for preventing the spread of diseases****Recognise that learning a new skill requires practice and the opportunity to fail, safely****Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges****Demonstrate attentive listening skills****Suggest simple strategies for resolving conflict situations****Give and receive positive feedback, and experience how this makes them feel****Recognise how a person's behaviour (including their own) can affect other people.** | **Children will be able to:****Explain the stages of the learning line showing an understanding of the learning process****Suggest phrases and words of encouragement to give someone who is learning something new;****Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning****Understand and give examples of things they can choose themselves and things that others choose for them****Explain things that they like and dislike, and understand that they have choices about these things****Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health****Explain how germs can be spread****Describe simple hygiene routines such as hand washing****Understand that vaccinations can help to prevent certain illnesses****Explain the importance of good dental hygiene****Describe simple dental hygiene routines****Understand that the body gets energy from food, water and oxygen****Recognise that exercise and sleep are important to health****Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);****Describe how food, water and air get into the body and blood.** |
| **Growing and Changing** |  |  |  | **Children will be able to:****Name major internal body parts (heart, lungs, blood, stomach, intestines, brain)****Understand and explain the simple bodily processes associated with them****Understand some of the tasks required to look after a baby****Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding****Identify things they could do as a baby, a toddler and can do now****Identify the people who help/helped them at those different stages****Explain the difference between teasing and bullying****Give examples of what they can do if they experience or witness bullying****Say who they could get help from in a bullying situation****Explain the difference between a secret and a nice surprise****Identify situations as being secrets or surprises****Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep****Identify parts of the body that are private****Describe ways in which private parts can be kept private****Identify people they can talk to about their private parts.** | **Children will be able to:****Demonstrate simple ways of giving positive feedback to others****Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to****Identify different stages of growth (e.g. baby, toddler, child, teenager, adult)****Understand and describe some of the things that people are capable of at these different stages****Identify which parts of the human body are private****Explain that a person's genitals help them to make babies when they are grown up****Understand that humans mostly have the same body parts but that they can look different from person to person****Explain what privacy means****Know that you are not allowed to touch someone’s private belongings without their permission****Give examples of different types of private information** |