**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** |