



St Mary's Church of England Primary School



PSHE Progression of Skills

	Reception					
Early Years PSED	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and wellbeing	<p>Feelings</p> <p>can name different feelings (including good and not-so-good feelings)</p> <ul style="list-style-type: none"> • recognise that people may feel differently about the same situation • can identify how different emotions look and feel in the body 	<p>Friendship</p> <ul style="list-style-type: none"> • can identify people who are special to them and explain why • understand what makes a good friend • can demonstrate how they show someone they care • understand how people might feel if they are left out or excluded from friendships • recognise when someone needs a friend and know 	<p>Strengths and challenges</p> <p>explain how it feels to be challenged, try something new or difficult</p> <ul style="list-style-type: none"> • can plan the steps required to help achieve a goal or challenge • are able to celebrate their own and others' skills, strengths and attributes • explain what is meant by a put-up or put down and 		<p>Dealing with feelings</p> <ul style="list-style-type: none"> • are able to name and describe a wide range and intensity of emotions and feelings • understand how the same feeling can be expressed differently • recognise how emotions can be expressed appropriately in different situations <p>identify situations when someone</p>	<p>Healthy minds</p> <ul style="list-style-type: none"> • know that mental health is about emotions, moods and feelings - how we think, feel and behave • recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent • know that there is help, advice and support available

		<p>some ways to approach making friends • know who they can talk to if they</p>	<p>how this can affect people</p> <ul style="list-style-type: none"> • can demonstrate a range of strategies for dealing with putdowns • recognise what is special about themselves 		<p>may feel conflicting emotions due to change</p> <ul style="list-style-type: none"> • can identify ways of positively coping with times of change • recognise that change will affect everyone at some time in their life 	<p>about mental health</p> <p>know some everyday ways of looking after mental health</p> <ul style="list-style-type: none"> • can explain why looking after mental health is as important as looking after physical health • understand that some things that support mental health will also support physical health
<p>Drug, alcohol, tobacco education</p>	<p><u>What do we put in our bodies?</u></p> <ul style="list-style-type: none"> • are able to recognise that different things people put into bodies can make them feel good or not so good • can identify whether a substance might be harmful to take in • know how to ask for help if they are unsure about whether something should go into the body. • know that substances can be absorbed through the skin • are able to recognise that 	<p><u>Medicines and me</u></p> <ul style="list-style-type: none"> • understand that the purpose of medicines is to help people stay healthy, get well or feel better if they are ill • know that medicines come in different forms • recognise that each medicine has a specific use • know that medicines can be prescribed by a doctor or bought from a shop or pharmacy • know when medicines might be used and who decides which medicine is used 	<p><u>Tobacco is drug</u></p> <ul style="list-style-type: none"> • are able to define what is meant by the word 'drug' • can identify when a drug might be harmful • recognise that tobacco is a drug • know the effects and risks of smoking and of secondhand smoke on the body • can express what they think are the most important benefits of remaining smoke free • recognise that laws related to smoking aim to help people to stay healthy, with a 	<p><u>Making choices</u></p> <ul style="list-style-type: none"> • are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used • can identify why a person may choose to use or not use a drug • are able to state some alternatives to using drugs • know how alcohol can affect the body • explain why drinking alcohol may pose a greater or lesser risk, depending on 	<p><u>Different influences</u></p> <p>know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</p> <ul style="list-style-type: none"> • understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law • understand that there are risks associated with all smoking drugs • can identify conflicting messages presented in the 	<p><u>Weighing up risk</u></p> <ul style="list-style-type: none"> • know about some of the possible effects and risks of different drugs • know that some drugs are restricted or that it is illegal to own, use and supply them to others • understand why and when people might use drugs • can explain why risk depends on the drug itself, the person using the drug and the situation – when, where the person is, and who they are with • can identify risks within a given

	<p>different things that people put on to bodies can make them feel good or not so good</p> <ul style="list-style-type: none"> • can state some basic safety rules for things that go onto the body 	<ul style="list-style-type: none"> • understand there are alternatives to taking medicines, and when these might be helpful 	<p>particular concern about young people and secondhand smoke</p>	<p>the individual and the amount of alcohol consumed</p> <ul style="list-style-type: none"> • know that there are laws and guidelines related to the consumption of alcohol 	<p>media in relation to alcohol, tobacco and nicotine products</p> <ul style="list-style-type: none"> • can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol • recognise that there are many influences on us at any time 	<p>scenario involving drug use</p> <ul style="list-style-type: none"> • understand what would need to change to reduce the level of risk • can identify situations where drug use may occur • know some ways of reducing risk in situations involving drug use • know where to get help, advice and support regarding drug use
<p>Keeping safe and managing risk</p>	<p><u>Feeling safe</u></p> <ul style="list-style-type: none"> • recognise the difference between 'real' and 'imaginary' dangers • understand that there are situations when secrets should not be kept • know to tell a trusted adult if they feel unsafe • recognise the difference between good and bad touches • understand there are parts of the body which are private • know who they can go to, what to say or do if they feel unsafe or worried 	<p><u>Indoors and outdoors</u></p> <ul style="list-style-type: none"> • know some simple rules for keeping safe indoors, including online • can describe what to do if there is an emergency • understand that they can take some responsibility for their own safety • know some rules for keeping safe outside • can assess whether a situation is safe or unsafe • understand the importance of always telling someone where they are going or playing 	<p><u>Bullying</u></p> <p>are able to define what is meant by 'bullying'</p> <ul style="list-style-type: none"> • can identify the difference between falling out with someone and bullying • understand how bullying can make people feel and why this is unacceptable • can name different types of bullying (including racism) • can identify the different ways bullying can happen (including online) • can describe how they would respond in a range 	<p><u>Playing safe</u></p> <p>know about the age classification system and understand why some games are not appropriate for children to play</p> <ul style="list-style-type: none"> • can evaluate whether a computer game is suitable for them to play and explain why • are able to share opinions about computer games • can identify and assess the level of risk of different activities in the local environment • recognise that in some situations there may pressure to behave in a way 	<p><u>When things go wrong</u></p> <p>understand that people can be influenced by things online</p> <ul style="list-style-type: none"> • can explain why what they see online might not be trustworthy • know when and how to report something that makes them feel unsafe or uncomfortable • know what is meant by domestic violence and abuse • understand that nobody should experience violence within a relationship • know what to do if they 	<p><u>Keeping safe</u></p> <p>are aware of potential risks when out and about in the local area</p> <ul style="list-style-type: none"> • describe a range of feelings associated with being out and about • understand that people can make assumptions about others that might not reflect reality • can identify risky behaviour in peer groups • recognise and respond to peer pressure and who they can ask for help • understand how people feel if they are asked to do

			of situations relating to falling out and bullying	that doesn't feel safe <ul style="list-style-type: none"> • can identify some ways to respond to unhelpful pressure 	experience violence/ where to go for help, advice and support	something they are unsure about
Physical health and wellbeing	<u>Fun times</u> <ul style="list-style-type: none"> • know about some of the food and drinks associated with different celebrations and customs • can identify what makes their home lives similar or different to others including the food they eat • understand why food eaten on special days may be different from everyday foods can describe how to play different active playground games • can recognise how active playground games make them feel • can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at 	<u>What keeps me healthy?</u> <ul style="list-style-type: none"> • know what a healthy diet looks like • can identify who helps them make choices about the food they eat • know the benefits of a healthy diet (including oral health) can describe some ways of being physically active throughout the day • explain why it is important to rest and get enough sleep, as well as be active • understand that an hour a day of physical activity is important for good health 	<u>What helps me choose?</u> <ul style="list-style-type: none"> • can use the Eatwell guide to help make informed choices about what they eat and drink • can describe situations when they have to make choices about their food and drink • understand who and what influences their choices about food and drinks can explain why people are attracted to different brands • are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money' • understand how this can affect what food people buy 	<u>What is importance to me?</u> <ul style="list-style-type: none"> can explain why a person may avoid certain foods • are able to communicate their own personal food needs • understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons • can identify factors that might influence people's choices about the food they buy (e.g. ethical farming, fair trade, seasonality) • are able to talk about their views and express their opinions on factors that affect food choice • understand that consumers may have different views on the food they eat and how it is produced and farmed 	<u>In the media</u> <ul style="list-style-type: none"> • know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers • can compare the health benefits of a food or drink product in comparison with an advertising campaign • identify advertising as one influence on people's choices about food and drink • are able to analyse how the media portray celebrities • recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young • can explain why we need to be cautious about 	

					things we see, hear or read about in the media	
Careers, financial capability and economic well-being	<p><u>My money</u></p> <p>understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits)</p> <ul style="list-style-type: none"> • recognise that people make choices about what to buy • understand that they may not always be able to have all the things they want understand why people might want to save their money • can say how it feels to save for something you really want • recognise where money is stored to keep it safe and some places are safer than others 		<p><u>Saving, spending and budgeting</u></p> <p>understand how manufacturers and shops persuade us to spend money</p> <ul style="list-style-type: none"> • are able to recognise when people are trying to pressurise them to spend their money and how this feels • can make decisions about whether something is 'value for money' can keep simple records to keep track of their money • can ask simple questions about needs and wants - decide how to spend and save their money • know the best places people can go for help about money 		<p><u>Borrowing and earning money</u></p> <ul style="list-style-type: none"> • understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes) • can explain the difference between manageable and unmanageable debt and how this can make people feel • can identify where people can access reliable information can identify skills that make someone enterprising • know what is needed to plan and set up an enterprise • can weigh up the risks and 	

					benefits of running an enterprise and explain what makes a successful enterprise	
Identity, society and equality	<p><u>Me and others</u></p> <p>can recognise some of the things that make them special</p> <ul style="list-style-type: none"> • can describe ways they are similar and different to others • understand that everyone has something about them that makes them special • can identify the different roles of people at home and school • can solve simple dilemmas about taking responsibility • can explain why it is important to take responsibility at school and at home (including looking after the local environment) 		<p><u>Celebrating difference</u></p> <ul style="list-style-type: none"> • know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief • recognise they have shared interests and experiences with others in their class as well as with people in the wider world • understand that peers might be similar or different to each other but can play or work together • can explain what being part of a community means • can recognise some of the different groups or communities they belong to and their role within them • value and appreciate the diverse 	<p><u>Democracy</u></p> <p>understand that Britain is a democratic society and what this means</p> <ul style="list-style-type: none"> • know that there are different political parties who differ in their views • understand that people have opportunities to influence decisions by voting in elections know how laws are made and the importance of following them • understand the contribution and influence that individuals and organisations can have on social and environmental change • recognise that laws help to keep people safe 	<p><u>Stereotypes, discrimination and prejudice (including tackling homophobia)</u></p> <p>can explain what is meant by the word 'stereotype'</p> <ul style="list-style-type: none"> • identify stereotypes as presented in the media and wider world • feel able to challenge gender stereotypes • identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic) • know what to do if they experience discriminatory language at school • understand how discriminatory language can make people feel and that this is unacceptable 	<p><u>Human rights</u></p> <ul style="list-style-type: none"> • understand what migration means • identify the reasons why people move from one place to another • are able to empathise with the experiences and challenges moving and settling in new place might bring are aware how the rights are relevant to their lives and that rights come with responsibilities • understand that individual human rights can sometimes conflict with the circumstances in a country • identify some of the organisations that represent and support the rights of the child and the difference they make

			communities which exist and how they connect			
Relationship & Sex education (RSE)		<u>Boys girls and families</u> <ul style="list-style-type: none"> • understand that we all have different needs and require different types of care • identify ways we show care towards each other • understand the links between needs, caring and changes throughout the life cycle • can describe different types of family • identify what is special and different about their home life • understand families care for each other in a variety of ways 		<u>Growing up and changing</u> <ul style="list-style-type: none"> • are able to describe how feelings and behaviour change during puberty • can devise strategies for managing these changes • understand how changes during puberty can affect relationships with other people • are able to identify feelings and understand how they affect behaviour • can practise strategies for managing relationships and changes during puberty • can empathise with other people's feelings in relationships, including parents and carers 		<u>Healthy relationships. How is a baby made?</u> <p>know the male and female body parts associated with conception and pregnancy</p> <ul style="list-style-type: none"> • can define conception and understand the importance of implantation in the womb • know what pregnancy is, where it occurs and how long it takes can identify some of skills and qualities needed to be parent and carer • understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children • can recognise that both men and women

						<p>can take on these roles and responsibilities</p> <p>can answer their own questions about sex and relationships • can use appropriate language to discuss sex and relationships and growing up with confidence</p> <p>• can identify sources of information, support and advice for children and young people</p>
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