



Progression of skills in PSHE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical health	<ul style="list-style-type: none"> •Can explain what they need to do to stay healthy. •Recognise how exercise makes them feel •Can give examples of healthy food. •Can explain what to do if a stranger approaches them. 	<ul style="list-style-type: none"> •Keep themselves safe. • Recognise how being healthy helps them to feel happy. • Recognise ways to look after themselves if they feel poorly. •Recognise when they feel 	<ul style="list-style-type: none"> • Feel positive about caring for bodies. • Have a healthy relationship with food. • Desire to make healthy lifestyle choices. 	<ul style="list-style-type: none"> •Respect their own bodies and appreciate what they do. •Can take responsibility for keeping themselves and others safe. •Identify how they feel about drugs. •Can express how being anxious or scared feels. 	<ul style="list-style-type: none"> •Can identify the feelings that they have about their friends and different friendship groups. •Recognise negative feelings in peer pressure situations. •Can identify the feelings of anxiety and fear associated with peer pressure. •Can tap into their inner 	<ul style="list-style-type: none"> •Respect and value their own bodies. •Can reflect on their own body image and know how important it is that this is positive. •Recognise strategies for resisting pressure •Can identify ways to keep themselves calm in an emergency. 	<ul style="list-style-type: none"> •Are motivated to care for their own physical and emotional health. •Suggest strategies someone could use to avoid being pressured. •Can use different strategies to manage stress and pressure.

		frightened and know how to ask for help.			strength and know-how to be assertive.		
Mental health	<ul style="list-style-type: none"> •Recognise emotions when they or someone else is upset, frightened or angry. • Recognise some of the feelings linked to perseverance. •Can recognise what being angry feels like. •Say how you feel about changing class/growing up. 	<ul style="list-style-type: none"> •Recognise how they feel when faced with a challenge. 	<ul style="list-style-type: none"> •Can identify the negative feelings associated with keeping a worry secret. 	<ul style="list-style-type: none"> • Use the ‘Solve it together’ technique to calm and resolve conflict. •Manage feelings of frustration linked to facing obstacles. •Can express how feeling anxious or scared feels. •Suggest ways to help them manage feelings during changes they are most anxious about. 	<ul style="list-style-type: none"> •Know how to regulate my emotions. •Recognise negative feelings in peer pressure situations. •Can identify the feelings and emotions that accompany loss. •Have strategies for managing emotions relating to change. 	<ul style="list-style-type: none"> •Suggest ways to boost self esteem of self and others. • Can identify ways to keep themselves calm in an emergency. •Can suggest strategies for managing unhelpful pressures online or in social networks. 	<ul style="list-style-type: none"> •Recognise ways the can develop their own self-esteem. •Can use different strategies to manage stress and pressure. •Recognise that people can get problems with their mental health and that its nothing to be ashamed of.

<p>Growing and changing</p>	<ul style="list-style-type: none"> •Recognise that changing class can elicit happy and/or sad emotions. •Can say how they feel about changing class/ growing up. •Can identify how they have changed from a baby. 	<ul style="list-style-type: none"> •Understand and accept that change is a natural part of getting older. •Can suggest ways to manage change, e.g. moving to a new class. •Can identify some things that have changed and some things that have stayed the same since being a baby (including the body). 	<ul style="list-style-type: none"> •Can say who they would go to for help if worried or scared. •Can say what types of touch they find comfortable/ uncomfortable. •Be able to confidently ask someone to stop if they are being hurt or frightened. 	<ul style="list-style-type: none"> •Can express how they feel about puberty. •Can say who they can talk to about puberty if they have any worries. •Can suggest ways to help them manage feelings during changes they are more anxious about. •Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry. 	<ul style="list-style-type: none"> •Can appreciate their own uniqueness and that of others. •Express any concerns they have about puberty. •Have strategies for managing the emotions relating to change. 	<ul style="list-style-type: none"> •Can celebrate what they like about their own and others' self-image and body image. •Can suggest ways to boost self-esteem of self and others •Recognise that puberty is a natural process that happens to everybody and that it will be OK for them. •Can ask questions about puberty to seek clarification. 	<ul style="list-style-type: none"> •Recognise ways they can develop their own self-esteem. •Can express how they feel about the changes that will happen to them during puberty. •Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to.
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Personal safety	<ul style="list-style-type: none"> • Can explain what to do if a stranger approaches them. 	<ul style="list-style-type: none"> • Keep themselves safe. 	<ul style="list-style-type: none"> • Can explain how medicines can be used safely. 	<ul style="list-style-type: none"> • Take responsibility for keeping themselves and others safe. 	<ul style="list-style-type: none"> • Can recognise when something feels safe and unsafe. 	<ul style="list-style-type: none"> • Be able to get help in an emergency situation. 	<ul style="list-style-type: none"> • Can take responsibility for their own safety and wellbeing.
Media and digital literacy	<ul style="list-style-type: none"> • know that we need adult permission and supervision to use a computer. 	<ul style="list-style-type: none"> • know that we need adult permission and supervision to use a computer. 	<ul style="list-style-type: none"> • know that we need adult permission and supervision to use a computer. • know how to access help if concerned about social media or the internet. 	<ul style="list-style-type: none"> • Know how to access help if concerned about social media or the internet. 	<ul style="list-style-type: none"> • Can identify online bullying. • know how to report online bullying. 	<ul style="list-style-type: none"> • Identify when an online community/ Social media group feels risky or unsafe. • Can say how to report unsafe online/social network activity. • Can identify if an online game is safe or unsafe 	<ul style="list-style-type: none"> • Can resist pressure to do something online that might hurt themselves or others.
Money and careers	<ul style="list-style-type: none"> • Recognise different jobs that people they know or people who work in the community. 	<ul style="list-style-type: none"> • To identify the kind of job that they might like to do when they are older. 	<ul style="list-style-type: none"> • Know about some of the strengths and interests someone might need to do different jobs. 	<ul style="list-style-type: none"> • Know what money is; forms that money comes in; that money comes from different sources. 	<ul style="list-style-type: none"> • Know that people make different choices about how to save and spend money. 	<ul style="list-style-type: none"> • Appreciate the contributions made by people in different jobs. • Appreciate the value of happiness regardless of material wealth. 	<ul style="list-style-type: none"> • Be able to compare their life with the lives of those less fortunate.

Community and responsibility	<ul style="list-style-type: none"> •Identify feelings associated with belonging. •Skills to play co-operatively with others. 	<ul style="list-style-type: none"> •Understand that they are safe in their class. •Identifying helpful behaviours to make the class a safe place. •Understand that they have choices. 	<ul style="list-style-type: none"> •Know how to make their class a safe and fair place. •Show good listening skills. •Be able to work co-operatively. 	<ul style="list-style-type: none"> •Make other people feel valued. •Develop compassion and empathy for others. •Be able to work collaboratively. 	<ul style="list-style-type: none"> •Identify the feelings associated with being included or excluded. •Be able to take on a role in a group discussion / task and contribute to the overall outcome. 	<ul style="list-style-type: none"> •Empathy for people whose lives are different from their own. •Consider their own actions and the effect they have on themselves and others. •Be able to work as part of a group, listening and contributing effectively. 	<ul style="list-style-type: none"> •Know own wants and needs. •Be able to compare their life with the lives of those less fortunate. •Demonstrate empathy and understanding towards others •Can demonstrate attributes of a positive role-model.
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