



## PSHE (incl. RSHE) progression of skills

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Wellbeing	Physical health and mental wellbeing	<ul style="list-style-type: none"> <li>• I can identify some ways of taking care of myself.</li> <li>• I can describe how physical activity, sleep and exercise help my body to grow and help me to feel well.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe what being healthy means.</li> <li>• I can explain how good health depends on healthy eating, physical activity, rest and taking care of my teeth.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what I need to consider when making choices about food.</li> <li>• I can describe the benefits of a balanced diet.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify what a habit is</li> <li>• I can identify habits that help me and habits that do not.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise what is meant by 'a drug' (including alcohol, tobacco and energy drinks') and know that they can damage my immediate and future health.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the choices I can make about my health</li> <li>• I can explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing.</li> </ul>
	Keeping safe	<ul style="list-style-type: none"> <li>• I can identify the people who take care of me.</li> <li>• I can identify who I can go to if I am worried.</li> <li>• I know how to be safe online</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe different ways of keeping safe in familiar and unfamiliar situations.</li> <li>• I can describe ways of keeping safe online.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify school rules about health and safety.</li> <li>• I can explain what an emergency is and give examples.</li> <li>• I understand how to keep safe online and why this is important.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give reasons for having school rules about health and safety.</li> <li>• I can identify sources of help in emergencies.</li> <li>• I have a clear understanding of how to keep safe online and why this is important.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the rules for keeping safe in a wide variety of situations.</li> <li>• I can identify when and how to tell someone if I am feeling unsafe.</li> <li>• I can identify rules and procedures for keeping safe online and explain why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give reasons for having certain rules and procedures in place.</li> <li>• I can articulate reasons behind rules and procedures for keeping safe online and explain why they are important.</li> </ul>

	<p>Growing and changing</p>	<ul style="list-style-type: none"> <li>• I can recognise and use the correct names for the main parts of the body.</li> <li>• I can compare physical differences.</li> <li>• I know the importance of keeping certain areas of my body private and respect this right in others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about life cycles including that of humans.</li> <li>• I can identify that boys and girls can do the same tasks and enjoy the same things.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe an experience of loss.</li> <li>• I can identify some of the factors that affect how I feel about loss or change.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe changes that I or my family may have experienced.</li> <li>• I can identify some of the factors that affect how I feel about change.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify 'puberty' as the time when a child grows into an adolescent.</li> <li>• I can explain that there are physical and emotional changes that happen to adolescents' bodies at this time.</li> <li>• I can explain what is meant by sexual harassment and violence, and that these are forms of abuse.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the physical effects of puberty on male and female bodies.</li> <li>• I can explain how feelings, emotions and relationships may change during puberty.</li> <li>• I can talk about menstrual wellbeing.</li> </ul>
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Relationships		Families, friendships and safe relationships	<ul style="list-style-type: none"> <li>• I can describe what fair and unfair means and I can think about the impact of kind/unkind actions.</li> <li>• I can identify the difference between a secret and a nice surprise.</li> <li>• I can explain in simple terms what it means to be unkind and can describe feelings that people may have when they are teased or bullied.</li> <li>• I can use the words 'yes' and 'no' to express my wants.</li> <li>• I am comfortable in giving and asking for consent in range of situations. I know that this is important.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe or demonstrate how to listen to others and give reasons why it is important to listen.</li> <li>• I can give examples of, or demonstrate, how to work and play cooperatively.</li> <li>• I can identify what is appropriate and inappropriate touch. I know I have the right to say 'no' if I don't feel comfortable.</li> <li>• I can explain what teasing and bullying are and I can give examples of each.</li> <li>• I can explain why bullying is wrong and unacceptable.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give examples of co-operation when working with others in a group.</li> <li>• I can describe what a shared goal means.</li> <li>• I know when I should or should not agree to keeping a secret.</li> <li>• I can describe the difference between teasing, hurtful behaviour and bullying.</li> <li>• I know what to do if I see or experience hurtful behaviour or bullying.</li> <li>• I can accept the word 'no' and understand it is the rejection of an idea, not a person.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe a positive, healthy relationship and can explain the sort of behaviours which will build this.</li> <li>• I know I have a right to have my 'body space' respected and I know that I should respect other people's body space.</li> <li>• I can identify and describe teasing, hurtful and bullying behaviour, both online and in real life.</li> <li>• I know what I should say, do, or who I should tell, if I see bullying/hurtful behaviour or name calling.</li> <li>• I can show assertiveness when using the words 'yes' and 'no'. I understand the term consent in a range of forms.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the skills needed to build positive, healthy relationships.</li> <li>• I can identify some signs that a relationship is not healthy and I know what to do if this happens to me or someone I know.</li> <li>• I know that no one should ask me to keep a secret that makes me feel uncomfortable, worried, anxious and afraid. I know that I must tell someone if that happens.</li> <li>• I can explain what is meant by inclusion, prejudice and discrimination and can give examples of these in everyday life.</li> <li>• I can discuss the potential consequences of discrimination, including how this might make people feel or act.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe or demonstrate strategies to use if someone's behaviour makes me worried or uncomfortable.</li> <li>• I can explain in simple terms the concept of consent in relation to physical contact.</li> <li>• I can explain what is meant by 'inclusion' and can describe behaviours that are inclusive.</li> <li>• I can describe ways I can help the school community to be more inclusive and avoid discrimination.</li> <li>• I can explain the concept of consent in a range of forms and understand that consent can be withdrawn at any time.</li> </ul>
		Respecting ourselves and others	<ul style="list-style-type: none"> <li>• I can explain what is meant by being different and being similar. I know that everyone is different but equal.</li> </ul>	<ul style="list-style-type: none"> <li>• I can take turns when giving opinions and I can listen attentively to the opinions and views of others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why it is important to consider other people's point of view and how they are feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe what is meant by stereotyping and give some examples.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify a wide range of ways in which people might be different and I can describe common traits that all people share.</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen and respond respectfully to a wide range of people and feel confident to raise my own concerns.</li> </ul>

Living in the Wider World	Belonging to a community	<ul style="list-style-type: none"> <li>I can explain what 'rules' mean and how they help all of us.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how rules have been constructed and agreed in my class.</li> <li>I can give reasons for the rules that have been agreed.</li> </ul>	<ul style="list-style-type: none"> <li>I can give reasons for why rules and laws are made, why they are important and examples of how they are enforced.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how we show respect for different cultures and identities.</li> <li>I can begin to explain the terms prejudice and discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what anti-social and aggressive behaviours are and can describe the potential social and emotional consequences of such behaviours on others.</li> <li>I can talk about the UN charter of Children's Rights and how they relate to my life and the lives of other children.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why we have rules and laws to keep us safe and healthy and I can explain why we need different rules in different situations.</li> <li>I can talk about the protected characteristics of The Equality Act 2010, and understand my role in challenging discrimination and/or prejudice against others.</li> </ul>
	Media literacy and digital resilience	<ul style="list-style-type: none"> <li>I can begin to talk about how to use the internet and digital devices safely to communicate online.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about how the internet is used in everyday life and that there is both useful and harmful content and information online.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to question how the internet is used and know that it is important to assess information found online.</li> </ul>	<ul style="list-style-type: none"> <li>I know that data can be stored and used online and that it is important to only give information to trusted sources once discussed with a parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify a range of media types, their role and their impact. I can see how information online is targeted to the user.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate media sources that I find online for their validity, factualness and safety. I very carefully consider what I share online, taking into account the consent of others.</li> </ul>
	Money and work	<ul style="list-style-type: none"> <li>I can explain how money is obtained and explain what it may be used for at home and at school.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how money is used to buy things that we need and things that we want.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what money does for us and why we need it.</li> <li>I can describe different ways of keeping track of money ( spending and saving/budgeting)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify what influences how we spend and save money.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the differences between credit, debt, borrowing and saving.</li> <li>I can explain some ways of keeping my money and identity safe.</li> </ul>	<ul style="list-style-type: none"> <li>I can manage money in real-life situation</li> </ul>



## The wider impact of PSHE (incl. RSHE) on the learner

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Engagement and experiences	<ul style="list-style-type: none"> <li>• I can talk about a fun activity or visit I've had in school.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about a time where I've been able to shine in front of an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand that taking part in a wide range of experiences gives me different chances to shine and learn things about myself.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about lots of experiences I've had to learn about keeping myself and others safe.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how working with different community groups, particularly Springfield Lodge, has taught me new skills.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe many positive experiences over my primary years which have helped me to develop into the person I am now.</li> </ul>
Careers and life skills	<ul style="list-style-type: none"> <li>• I can talk about what kind of person I am.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe a range of emotions and what they make me feel like.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about times I've worked with or included somebody new in my work or play.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about my own strengths and some strengths of others.</li> <li>• I can describe things I'd like to achieve in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about things I'm good at and things I'd like to work on.</li> <li>• I can demonstrate good listening and communication skills to ensure everyone's views are valued.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify my own strengths but also understand the importance of challenging myself to develop further.</li> <li>• I can show maturity to disagree with an opinion without falling out with someone.</li> </ul>

<p>Connecting with parents/carers and community</p>	<ul style="list-style-type: none"> <li>• I can talk about one activity I've taken part in within my community.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about making a difference in my community.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about how I can relate to people of different ages in my community.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about activities I've taken part in that have increased my self-confidence and self-awareness.</li> <li>• I can see how taking part in active clubs and events boosts my mental wellbeing too.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how participating in my community makes me feel.</li> <li>• I can talk to a friend about my strengths.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe many positive contributions I've been able to make to my community.</li> <li>• I can describe my strengths as a person.</li> </ul>
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