

Progression of skills in PSHE

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<ul style="list-style-type: none"> • Can self-regulate own behaviour. • Can adapt behaviour depending upon environment, situation. • Can follow routines and structure of the school day, carrying out self-help tasks independently. • Make good choices around eating, exercise, drinking and hygiene including toothbrushing. 	<ul style="list-style-type: none"> • Shows kindness and respect to all. • Always listens to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). • Able to demonstrate the class rules without adult reminders. 	<ul style="list-style-type: none"> • Demonstrate strategies to manage change, disappointment, personal loss. • Show respect for people recognising that other living things have rights and that everyone has responsibilities to protect those rights. • Able to demonstrate class rules and explain to others, group, class and school rules and to understand how these rules help them. 	<ul style="list-style-type: none"> • Have basic first aid skills. • Recognise a wider range of feelings in others. • be confident to raise their own concerns. • Demonstrate understanding of personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. 	<ul style="list-style-type: none"> • Secure positive, healthy relationship and develop the skills to maintain positive and healthy relationships. • Respect others feelings and try to see, respect and if necessary constructively challenge others' points of view. • Able to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. • Show respect and consideration to the lives of people living in other places and people with different values and customs. 	<ul style="list-style-type: none"> • To sustain and work upon different types of relationship, including those between acquaintances, friends, relatives and families. • Demonstrate strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. 	<ul style="list-style-type: none"> * Show tolerance and respect for differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.
Autumn 2	<ul style="list-style-type: none"> • Show respect for all people regardless of difference. • Celebrate own strengths and recognise own areas for improvement. • Behave safely at the roadside and wear seatbelt when travelling. 	<ul style="list-style-type: none"> • Show qualities of a good friend • Act responsibly if any bullying is encountered or witnessed. 	<ul style="list-style-type: none"> • Be able to cope with Change and loss- moving home, losing toys, pets or friends using strategies taught to self regulate/ get support. • Be respectful and tolerant, recognising eople and other living things have rights and that everyone has responsibilities to protect those rights. • Follow agreed group, class and school rules recognising how these rules help them. 	<ul style="list-style-type: none"> • Be able to work collaboratively towards shared goals. • Be aware that their actions affect themselves and others. • Recognise and show what kind of physical contact is acceptable, comfortable, unacceptable and how to respond including who to tell and how to tell them. 	<ul style="list-style-type: none"> • Demonstrate caring for people's feelings and try to see, respect and if necessary constructively challenge others' points of view. • Be able to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. • Be considerate of the lives of people living in other places and people with different values and customs. 	<ul style="list-style-type: none"> • To recognise and manage 'dares'. • To recognise and challenge stereotypes. • Be respectful and tolerant about the difference between and the terms associated with sex, gender identity and sexual orientation. 	<ul style="list-style-type: none"> * To show respect and tolerance of differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.
Spring 1	<ul style="list-style-type: none"> • Act responsibly with medicines • Access adult help in situations that require it, knowing who is best to deal with what problem. 	<ul style="list-style-type: none"> • Act responsibly when online alerting an adult if you are not comfortable with something encountered. 	<ul style="list-style-type: none"> • Practice some hygiene measures to prevent diseases being spread and can be controlled; 	<ul style="list-style-type: none"> • Demonstrate rules for was of keeping physically and emotionally safe including responsible ICT use and online safety and safety in the environment. 	<ul style="list-style-type: none"> • Practice good hygiene to prevent bacteria and viruses being spread following simple routines can reduce their spread. • Be able to judge what kind of physical contact is acceptable or unacceptable and how to respond. 	<ul style="list-style-type: none"> • To act accordingly when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. • Show responsibility in own behaviour, not taking part in discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). • Use phone and technology responsibly getting help if needed. 	<ul style="list-style-type: none"> • To be responsible with use of mobile phones: safe keeping and looking after it and safe user habits (time limits, use of passcode, turning it off at night etc)

Spring 2	<ul style="list-style-type: none"> • Demonstrate that they share a responsibility for keeping themselves and others safe, when to say yes or no. 	<ul style="list-style-type: none"> • Use physical contact appropriately depending upon the relationship had with the person • Act responsibly to keep self safe-boundaries/ when to share a secret, who to tell. 	<ul style="list-style-type: none"> • Be able to express good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings. • Recognise ways in which they are all unique; understand that there has never and will never be another 'them'. And be respectful of difference. 	<ul style="list-style-type: none"> • Demonstrate school rules about health and safety, basic emergency aid procedures, where and how to get help. 	<ul style="list-style-type: none"> • Recognise difference and respect diversity, including the importance of recognising and challenging stereotypes being respectful and non judgemental. • Demonstrate how to care for the local environment. • Show responsibility for the needs of animals, including pets, 	<ul style="list-style-type: none"> • Access people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe when needed. • Demonstrate how their increasing independence brings increased responsibility to keep themselves and others safe. 	<ul style="list-style-type: none"> • Demonstrate how their increasing independence brings increased responsibility to keep themselves and others safe. • Be aware of how images in the media and online do not always reflect reality and can affect how people feel about themselves and look past this, not comparing to self.
Summer 1	<ul style="list-style-type: none"> • Be a good class member- helping, sharing and caring. • Look after our environment reducing waste and respecting nature. • Recognise that you cant always buy whatever you want- you may have to save or chose something else. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Being able to wait for what they want and control their immediate impulses when appropriate. 	<ul style="list-style-type: none"> • Demonstrate personal responsibility for a healthy lifestyle? Physical activity, rest, healthy eating, dental health. 	<ul style="list-style-type: none"> • Act responsibly with money including how to keep it safe, choices about spending or saving money and what influences those choices. 	<ul style="list-style-type: none"> • Know that bacteria and viruses can affect health and follow simple routines to reduce their spread. 	<ul style="list-style-type: none"> • A balanced lifestyle? Make and demonstrate informed choices as to diet and how to manage your time balancing rest, work, play, reflection and family time. • Demonstrate how to manage their own money and how to be a critical consumer 	<ul style="list-style-type: none"> • Demonstrate informed choices as to diet and how to manage your time balancing rest, work, play, reflection and family time. • Be critical of what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; • Be responsible in being careful what they forward to others. 	<ul style="list-style-type: none"> • Demonstrate enterprise skills.

- Recognise good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.
- Work hard to establish and sustain relationships with family and friends
- Developing skills of compromise

- Be reflective about own strengths weaknesses and make plans to improve.
- Be able to voice own opinion

- Be responsible as you are growing and changing and new opportunities and responsibilities that increasing independence may bring.
- Be respectful of others right to privacy.

- Demonstrate different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.

- Demonstrate the importance of protecting personal information online, including not sharing passwords and addresses.
- Have reflected upon everyone's uniqueness and their ability to make their own choices.

- Demonstrate taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.

- Demonstrate having high aspirations and goals.
- Demonstrate how to take care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.

