

PSHE Progression of Skills

	Foundation	Year 1/ 2	Year 3/4	Year 5/ 6
Developing confidence and responsibility and making the most of their abilities	<ul style="list-style-type: none"> • Display high levels of involvement for increasing lengths of time. • Be confident enough to take appropriate risks • Develop a sense of self as a member of different communities • Express needs and feelings appropriately • Initiate interaction with other people • Develop awareness of their own needs, views and feelings • Be sensitive to the needs, views and feelings of others • Develop respect for their own cultures and beliefs and those of others • Perform simple tasks independently 	<ul style="list-style-type: none"> • <i>Take and share responsibility for their own behaviour</i> • <i>Recognise what they like and dislike, what is fair and unfair and what is right and wrong</i> • <i>Recognise what they are good at from what others say</i> • <i>Express positive qualities about themselves</i> • Understand the difference between impulsive and thinking behaviour • Share their opinions on things that matter to them • Recognise name and deal with their feelings in a positive way • Reflect on and evaluate their own experiences to set simple goals • Respond with increasing confidence to new people and situations 	<ul style="list-style-type: none"> • <i>Ask questions and be able to talk about their views, thoughts and feelings on issues that affect themselves and their class</i> • <i>Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements</i> • <i>Be able to face new challenges positively and know when to seek help</i> • <i>Be able to identify the range of jobs carried out by people they know</i> • Be able to explain their views on issues that affect the school environment • Able to reflect on their mistake and make amends. • Begin to make responsible choices and consider consequences • Identify the range of skills needed in different jobs • Recognise the need to ask for support sometimes and whom to ask and how • Be able to express feelings in different ways and recognise the impact on others 	<ul style="list-style-type: none"> • <i>Talk, write and explain their views on issues that affect wider environment</i> • <i>Reflect on and evaluate their own experiences and set personal goals</i> • <i>Talk, write about and identify the skills they need to develop to make their contribution in the future</i> • <i>Identify needs of the wider community and their roles and responsibilities as members</i> • <i>Recognise and respond to a variety of emotions in themselves and others such as jealousy, anger and excitement</i> • <i>Transfer a skill learned in one situation to another context</i> • Talk, write and explain their views on issues that affect the global environment • Continue to reflect and evaluate their own experiences and set personal goals • Take action bases on responsible choices • Recognise as they approach puberty how people's emotions change • Develop strategies to deal with their feelings in a positive way • Continue to develop the skills they need to make their contribution in the future • Identify needs of the wider community and develop their roles and responsibilities as members • Look after their money and realise the importance of saving • Prepare for and manage the change to secondary school
Preparing to play an active role as citizens	<ul style="list-style-type: none"> • Develop positive self esteem • Show developing empathy for others • Listen to an adult and to a friend 	<ul style="list-style-type: none"> • <i>Continue to develop empathy for others</i> • <i>Recognise what is right and wrong, show responsibility for themselves and others in different situations</i> • <i>Make, agree and follow rules for their classroom</i> • <i>Know how to apologise and make amends</i> • <i>Realise that people and other things have needs</i> • <i>Develop understanding of groups they belong to</i> • <i>Contribute to the life of the class and school</i> • <i>Ask questions of a range of adults</i> • Listen and respond in group discussions • Express own views with increasing confidence • Participate in a simple debate about school issues • Identify different choices they can make • Recognise the difference between right and wrong • Able to make "I" statements instead of blaming others • Beginning to understand that they have more responsibilities to meet the needs of living things • Begin to understand what harms their local, natural and built environments, make suggestions to improve them • Work together as a class or group on a project 	<ul style="list-style-type: none"> • <i>Value contributions of others in discussion</i> • <i>Begin to develop negotiating strategies</i> • <i>Participate in making and changing rules</i> • <i>Contribute to decision making in a small group</i> • To continue to develop skills to take part in small discussions about community issues • Continue to value contributions of others • Continue to develop negotiating strategies & know when to compromise • Understand why rules are needed and that there are consequences when rules are broken • Understand that there are responsibilities as well as rights • Use different ways to communicate and express personal and group views about an issue 	<ul style="list-style-type: none"> • <i>Be able to lead discussions and debates about wider issues (aware of different rights, roles and responsibilities)</i> • <i>Understand why and how laws are made and enforced</i> • <i>Understand there are consequences when rules/ laws are broken</i> • <i>Resolve differences by looking at alternatives, making decisions and explaining choices</i> • <i>Participate in school's decision making process</i> • <i>Identify the bias in media reporting</i> • <i>Develop skills to inform choices which have an effect on the sustainability of the environment</i> • <i>Make informed decisions about how to allocate fund raising money</i> • Adapt different roles, right and responsibilities during discussions and debates about wider issues • Realise the consequence of anti-social and aggressive behaviour • Understand what democracy is and about the basic institutions that support it locally and nationally • Recognise the role of voluntary, community and pressure groups • Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the UK

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Developing a healthy, safer lifestyle	<ul style="list-style-type: none"> • Dress and undress independently • Manage their own personal hygiene • Begin to understand rules for keeping safe in the local environment 	<ul style="list-style-type: none"> • <i>Begin to make simple choices that improve their health and well being</i> • <i>Begin to maintain personal hygiene</i> • <i>Begin to understand that certain actions spread disease</i> • <i>Identify the main parts of the body</i> • <i>Say no when subject to pressure/ something feels wrong</i> • <i>Ask for help from adults</i> <ul style="list-style-type: none"> • Make simple choices that improve their health and well being • Maintain personal hygiene • Understand that certain actions spread disease • Understand rules for keeping safe in the environment (roads, railways, people, fire, water) and recognise potential risks to self and others • Make sensible choices (food, games, television, money) 	<ul style="list-style-type: none"> • <i>Begin to make informed choices (food, exercise, lifestyle)</i> • <i>Follow simple, safe routines to reduce the spread of bacteria/ viruses</i> • <i>Manage hygiene procedures</i> <ul style="list-style-type: none"> • Behave safely and responsibly in different situations • Follow school rules about health and safety, basic emergency aid procedures and where to get help • Extend strategies to cope with risky situations and personal safety 	<ul style="list-style-type: none"> • <i>Discuss, ask questions and understand how the body changes during puberty</i> • <i>Know that drugs can be legal/ illegal and that they have effects and risks</i> • <i>Begin to make choices and decisions about issues affecting their health and well being</i> • <i>Decide how to behave responsibly</i> • <i>Develop sensible rules for road use</i> <ul style="list-style-type: none"> • Use basic techniques to resist peer pressure to behave in an unacceptable or risky way • Follow simple, safe routines to reduce the spread of bacteria and viruses that affect health • Recognise the different risks in different situations • Judge what kind of physical contact is acceptable or unacceptable
Relationships and differences	<ul style="list-style-type: none"> • Value and contribute to own well being and self control • Form good relationships with adults and peers • Work as part of a group or class • Take turns and share fairly • Show confidence and the ability to stand up for own rights • Begin to develop an awareness of the boundaries set and behavioural expectations • Understand what is right, what is wrong and why • Say sorry, please and thank you • Consider the consequences of their words and actions for themselves and others • Begin to develop an awareness of different physical needs 	<ul style="list-style-type: none"> • <i>Listen to other people, and play and work cooperatively</i> • <i>Develop a caring attitude towards family, friends and each other</i> • <i>Greet and talk with adults</i> • <i>Develop positive relationships through work and play</i> • <i>Recognise worth in others and say why someone is special to them</i> • <i>Make new friends and cope with losing friends</i> <ul style="list-style-type: none"> • Recognise how their behaviour affects other people • Identify and respect the differences and similarities between people • Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying • Consider social and moral dilemmas that they come across everyday • Voice differences of opinion sensitively and courteously • To be aware of different physical needs and how they can help people 	<ul style="list-style-type: none"> • <i>Understand that their actions affect themselves and others</i> • <i>Able to empathise with another viewpoint</i> • <i>Consolidate understanding of differences and similarities between people</i> • <i>Recognise their own and other people's feelings</i> • <i>Initiate friendships</i> <ul style="list-style-type: none"> • Empathise with the lives of people living in other places and times, and people with different values and customs • Realise the nature and consequences of negative behaviour • Able to identify strategies to respond to negative behaviour constructively and ask for help • Develop skills needed for relationships e.g. listening, supporting and showing care • To understand the different strategies available in school and the wider community to support people with physical disabilities 	<ul style="list-style-type: none"> • <i>Be aware of different types of relationships</i> • <i>Recognise and challenge stereotypes</i> • <i>Respond assertively to teasing and bullying</i> • <i>Demonstrate tolerance and respect for others</i> <ul style="list-style-type: none"> • Continue to greet and talk with a wider range of adults • Continue to develop relationships through work and play • Consider social and moral dilemmas that they come across in life • Identify how to find information and advice through helplines • Identify ways to integrate people with disabilities into our school community and support them where appropriate