



PSHE Skills Progression

Substantive knowledge
Disciplinary knowledge

**Early Years Foundation Stage**

	Stage One	Stage Two	Stage Three	Children at the expected level of development will:
<b>Self-regulation</b>	<p>Is beginning to use language rather than physical outbursts to express themselves.</p> <p>Is beginning to use appropriate behaviour for different settings, e.g. indoor voices.</p> <p>Can name some basic feelings, e.g. happy, sad, angry and scared.</p> <p>Identifies basic character virtues, e.g. kindness.</p> <p>Uses the toilet independently.</p>	<p>Is becoming confident and self-assured.</p> <p>Enjoys dramatic play.</p> <p>Can cope with delays in having needs met.</p> <p>Demonstrates persistence and some emotional control.</p> <p>Is able to identify basic character virtues and opportunities to use them.</p> <p>Identifies basic feelings and some strategies to manage them.</p> <p>Follows basic hygiene rules.</p>	<p>Is able to complete tasks.</p> <p>Identifies more complex feelings and begins to recognise them in others.</p> <p>Has a stable view of themselves.</p> <p>Demonstrates some basic character virtues.</p> <p>Manages own needs.</p> <p>Takes responsibility for washing, dressing and using the toilet independently.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>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> <p><b>Key Vocabulary:</b>  <i>Choose, conflict, emotions, fair, feelings, help</i>  <i>Manners, rules, share, sorry</i></p>

<p><b>Managing self</b></p>	<p>Takes turns and shares (not consistently).</p> <p>Seeks the approval of an adult.</p> <p>Enjoys make believe play.</p> <p>Has a set of feelings about themselves?</p> <p>How they feel about themselves is influenced by their relationships with people around them.</p>	<p>Is sociable and enjoys silly talk.</p> <p>May have a best friend.</p> <p>Plays with a group.</p> <p>Has a stable self-concept.</p> <p>Is beginning to identify what makes them special.</p>	<p>Is developing a sense of social rules.</p> <p>Prefers games of rivalry.</p> <p>Enjoys cooperative play, often relying on an adult to sort out conflicts.</p> <p>Shows sensitivity to the needs of others.</p> <p>Much of their personality is established.</p> <p>Is beginning to recognise differences between themselves and others.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><b>Key Vocabulary:</b> <i>Conflict, different, friend, kind, listen, special, talk</i></p>
<p><b>Building relationships</b></p>	<p>Is beginning to follow rules.</p> <p>Takes interest in roles in the home, e.g. who makes their meals, who reads their bedtime stories.</p> <p>Can describe their local environment.</p> <p>Knows that money is used to buy things.</p>	<p>Helps to create rules.</p> <p>Takes notice of roles performed by members of their family outside the home.</p> <p>Knows that people earn money by working.</p> <p>Can describe what they like and don't like about their environment.</p>	<p>Follows negotiated rules and uses strategies to manage noncompliance.</p> <p>Takes notice of roles performed outside their family, e.g. doctors, firefighters, teachers, police officers.</p> <p>Knows that to buy some things you may have to save up money.</p> <p>Can describe what might be done to care for their environment.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs.</p> <p><b>Key Vocabulary:</b> <i>Collaborate, democracy, environment, Job, look after, money, planet, recycle, responsibility, save, spend, world</i></p>

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Being me in my world</b></p>  <p>Being Me in My World</p>	<p>Understand how it feels to belong and that we are similar and different</p> <p>Can start to recognise and manage their feelings</p> <p>Enjoy working with others to make school a good place to be</p> <p>Understand why it is good to be kind and use gentle hands</p> <p>Starts to understand children's rights and this means we should all be allowed to learn and play</p> <p>Learning what being responsible means</p>	<p>Understand the rights and responsibilities as a member of the class</p> <p>Understand the rights and responsibilities for being a member of the class</p> <p>Know their views are valued and can contribute to a learning charter</p> <p>Recognise the choices they make and understand the consequences</p> <p>Understand their rights and responsibilities within the learning charter</p>	<p>Recognise when they feel worried and know who to ask for help</p> <p>Understand the rights and responsibilities for being a member of their class and school</p> <p>Listen to other people and contribute their own ideas about rewards and consequences</p> <p>Understand how following the Learning Charter will help them and others learn</p>	<p>Recognise their worth and identify positive things about themselves and their achievements</p> <p>Set personal goals</p> <p>Face new challenges positively</p> <p>Make responsible choices and ask for help when needed</p> <p>Understand how rules are needed and how they relate to rights and responsibilities</p> <p>Understand that their actions affect others and try to see things from their point of view</p>	<p>To know how good it feels to be included in a group and understand how it feels to be excluded</p> <p>try to make people feel welcome and valued</p> <p>Understand who is in their school community, the roles they play and how they fit in</p> <p>Take on a role in a group and contribute to the overall outcome</p> <p>Understand how democracy works through the school council</p> <p>Recognise their contribution to making a Learning Charter for the whole school</p> <p>Understand that their actions affect themselves and others</p> <p>Care about other people's feelings and try to empathise with them</p>	<p>Face new challenges positively and know how to set personal goals</p> <p>Understand their rights and responsibilities as a British Citizen</p> <p>Understand their rights and responsibilities as a British Citizen and as a member of their school</p> <p>Understand how an individual's behaviour can impact on a group</p> <p>Understand how democracy and having a voice benefits the school community and know how to participate in this</p>	<p>Identify their goals for this year, understand their fears and worries about the future and know how to express them</p> <p>Know that there are universal rights for all children</p> <p>Understand that their actions affect other people locally and globally</p> <p>Make choices about their own behaviour, understanding how rewards and consequences feel</p> <p>Understand how individual's behaviour can impact a group</p> <p>Understand how democracy and having a voice benefits the school community</p>

<p><b>Celebrating differences</b></p> <p><b>(Antibullying)</b></p> 	<p>Identify something they are good at and understand everyone is good at different things</p> <p>Understand that being different makes us all special</p> <p>Know we are all different but the same in some ways</p> <p>Tell you why they think their home is special to them</p> <p>Tell you how to be a kind friend</p> <p>Know which words to use to stand up for themselves when</p>	<p>Identify similarities between people in their class</p> <p>Identify differences between people in their class</p> <p>Can tell what bullying is</p> <p>Know some people who they could talk to if they were feeling unhappy or being bullied</p> <p>Know how to make new friends</p> <p>Can tell you some ways that they differ to their friends</p>	<p>Start to understand that sometimes people make assumptions about boys and girls (stereotypes).</p> <p>Understand that bullying is sometimes about difference</p> <p>Recognise what is right and wrong and know how to look after themselves</p> <p>Know some ways to make new friends</p> <p>Know some ways they are different from their friends</p>	<p>Understand that everybody's family is different and important to them</p> <p>Understand that differences and conflicts sometimes happen among family members</p> <p>Know what it means to be a witness to bullying</p> <p>Know that witnesses can make a situation better or worse</p> <p>Recognise that some words are used in helpful ways</p> <p>Tell about a time when their words affected someone's</p>	<p>Understand that sometimes we make assumptions based on what people look like</p> <p>Understand what influences them to make assumptions based on how people look</p> <p>To know that bullying is hard to spot and know what to do if they think it is going on</p> <p>Can tell you why witnesses sometimes join bullying and sometimes don't tell</p> <p>Identify what is special about them and value the ways in</p>	<p>Can understand that cultural differences sometimes cause conflict</p> <p>Can understand what racism is</p> <p>Can understand how rumour spreading and name calling can be bullying behaviours</p> <p>Can explain the difference between direct and indirect types of bullying</p> <p>Can compare their life for bullying in the developing world can enjoy the experience of a culture other than their own</p>	<p>Understand that there are different perceptions about what normal means</p> <p>Understand how having a disability could affect someone's life</p> <p>Explain some of the ways in which one person or a group can have power over another</p> <p>Know some of the reasons why people use bullying behaviours</p> <p>Give examples of people with disabilities who lead amazing lives</p>

	someone says or does something unkind			feelings and what the consequences were	which they are unique  Tell you when their first impression of someone changed when they got to know them		Explain ways in which difference can be a source of conflict and a cause for celebration
<p><b>Relationships</b></p> 	<p>Identify some of the jobs they do in their family and how they feel like they belong</p> <p>Know how to make friends to stop themselves from feeling lonely</p> <p>Think of ways to solve problems and stay friends</p> <p>Start to understand the</p>	<p>Identify the members of their family and understand that there are lots of different types of families</p> <p>Identify what being a good friend means to them</p> <p>Know appropriate ways of physical contact to greet their friends and know which ways they prefer</p>	<p>Identify the different members of their family, understand their relationship with each of them and know why it is important to share and cooperate</p> <p>Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>Identify some of the things that cause</p>	<p>Identify the roles and responsibilities of each member of their family</p> <p>Reflect on expectations for male and female family members</p> <p>Identify and put into practise some skills of friendship</p> <p>Know and use strategies for keeping themselves safe</p>	<p>To identify the web of relationships that they are part of, starting from those closest to them and including those more distant</p> <p>To identify someone they love and express why they are special to them</p> <p>Tell you about someone they no longer see</p>	<p>Have an accurate picture of who they are as a person in terms of their characteristics and personal qualities</p> <p>Recognise how friendships change,</p> <p>know how to make friends and how to manage when they fall out with their friends</p> <p>Understand how it feels to be attached to someone and what having a</p>	<p>Identify the most significant people to be in their lives so far</p> <p>Know some of the feelings they can have when someone dies or leaves</p> <p>Understand that there are different types of loss that cause people to grieve</p> <p>Recognise when people are trying to gain power or control</p>

	<p>impact of unkind words</p> <p>Use Calm Me time to manage their feelings</p> <p>Know how to be a good friend</p>	<p>Know who can help them in their school community</p> <p>Recognise their qualities as a person and a friend</p> <p>Can tell why they appreciate someone who is special to them</p>	<p>conflict with their friends</p> <p>Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>Recognise and appreciate people who can help them in their family, their school and their community express their appreciation for the people in their special relationships</p>	<p>Explain how the actions of work of people around the world help and influence their life</p> <p>Understand how their needs and rights are shared by children around the world</p> <p>Express their appreciation to their friends and family</p>	<p>Explain different points of view on an animal rights issue</p> <p>Understand how people feel when they love a special pet</p> <p>Know how to show love and appreciation to the people and animals who are special to them</p>	<p>boyfriend or girlfriend might mean</p> <p>Understand how to stay safe when using technology to communicate with their friends</p> <p>Can explain how to stay safe when using technology to communicate with their friends</p>	<p>Understand how technology can be used to try to gain power or control and will be able to use strategies to prevent this from happening</p> <p>Use technology positively and safely to communicate with their friends and family</p>
<p><b>Changing me (RSE)</b></p> 	<p>Know the names and functions of some parts of the body (see vocabulary list)</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p>	<p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p>	<p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including oldage</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were</p>	<p>Know that in animals and human's lots of changes happen between conception and growing up</p> <p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p>	<p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal</p>	<p>Know what perception means and that perceptions can be right or wrong</p> <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception</p>

	<p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know that learning brings about change</p>	<p>a baby and that they will continue to change as they age</p> <p>Know the physical differences between male and female bodies</p> <p>Know the correct names for private body parts</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p>	<p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p> <p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Know some of the outside body changes that happen during puberty</p> <p>Know some of the changes on the inside that happen during puberty</p>	<p>and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p> <p>Know that change can bring about a range of different emotions</p>	<p>emotionally</p> <p>Know that sexual intercourse can lead to Conception</p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>through the nine months of pregnancy and how it is born</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>Know the importance of self-esteem and what they can do to develop it</p>
<b>Healthy me</b>	Understand that they need to			Understand how exercise affects their body	Recognise how different friendship groups are formed,		



exercise to keep their body healthy

Understand how moving and resting are good for their body

Know which foods are healthy and not so healthy and can make healthy eating choices

Know how to help themselves go to sleep and understand why sleep is good for them

Can wash their hands thoroughly and understand why this is important especially before they eat and after they go to the toilet

Know what a stranger is and how to stay safe if a stranger approaches them

Know why their heart and lungs are important organs

Understand how exercise affects the body

Talk about what they know about drugs

Identify things, people and places that they need to keep safe from and some strategies for keeping themselves safe

Understand that some medicines and household substances can be harmful if not used correctly

Understand how complex their body is and how important it is to take care of it

how they fit into them and the friends they value the most

Recognise the changing dynamics between people in different groups and see who takes on which role

Understand the I take in different situations  
Understand facts about smoking and the effect on health

Know some reasons why some people start smoking

Understand facts about alcohol and its effect on health – particularly the liver

Recognise when people are putting them under pressure and can explain ways to resist this

<p><b>First Aid</b></p> 		<p><b>First Aid</b>          Know how to keep safe when crossing the road, and about people who can help them to stay safe</p> <p>Know what to wear to keep myself safe from the sun</p> <p>Recognise the sun is good for me but I need to play in it safely</p> <p>Understand it's most important to ensure the safety of myself and others in the event of an emergency</p> <p>Assist in an emergency by correctly calling for help</p> <p>Know the information I need to give to emergency services if</p>	<p><b>First Aid</b>          Understand how medicines work in their body and how important it is to use them safely          Understand how exposure to the sun can be harmful and know how to stay safe in the sun</p> <p>Make an informed decision about how to keep myself safe in the sun and to respect and value my body</p> <p>Understand it's most important to ensure the safety of myself and others in the event of an emergency</p> <p>Assist in an emergency by correctly calling for help</p>			<p><b>First Aid</b>          Understand it's most important to ensure the safety of myself and others in the event of an emergency</p> <p>Assist in an emergency by correctly calling for help</p> <p>Know the information I need to give to emergency services if they are called to an incident          Know how to identify a minor or major head injury</p> <p>Give first aid to a casualty who has a head injury          Call for help for a casualty who has a head injury</p> <p>Know how to identify and manage a casualty who is</p>	<p><b>First Aid</b>          Understand what it means to be emotionally well and can explore people's attitudes towards mental health          Recognise when they feel stressed and the triggers that cause this and understand how stress can cause alcohol misuse</p> <p>Understand it's most important to ensure the safety of myself and others in the event of an emergency          Assist in an emergency by correctly calling for help</p> <p>Know the information I need to give to emergency services if they are called to an incident</p>

		<p>they are called to an incident</p> <p>Know how to identify a minor or major head injury</p> <p>Give first aid to a casualty who has a head injury</p> <p>Call for help for a casualty who has a head injury</p> <p>Ensure the safety of themselves and others</p> <p>Calmly assess a casualty's condition Give some examples of types/causes of burns or scalds</p> <p>Recognise when a casualty has suffered a burn or scald</p> <p>Know how to respond appropriately to a casualty who has been burnt or scalded</p> <p>Recognise and respond appropriately to a casualty who may be suffering from shock as the result of a burn or a scald</p>	<p>Know the information I need to give to emergency services if they are called to an incident</p> <p>Know how to identify a minor or major head injury</p> <p>Give first aid to a casualty who has a head injury</p> <p>Call for help for a casualty who has a head injury</p> <p>Ensure the safety of themselves and others.</p> <p>Know how to assess a casualty's condition calmly and give first aid to a casualty who is bleeding</p> <p>Know how to give first aid to a casualty who is in shock.</p> <p>Seek medical help if required for a casualty who is bleeding</p>			<p>having difficulty breathing due to asthma.</p> <p>Ensure the safety of themselves and others.</p> <p>Assess a casualty's condition calmly.</p> <p>Comfort and reassure a casualty who is having an asthma attack.</p> <p>Seek medical help if required.</p> <p>Know how to identify a casualty who is choking</p> <p>Assess and give first aid to a casualty who is choking</p>	<p>Know how to identify a minor or major head injury</p> <p>Give first aid to a casualty who has a head injury</p> <p>Call for help for a casualty who has a head injury</p> <p>Conduct a primary survey</p> <p>Know how to place an unresponsive casualty, who is breathing normally, into the recovery position</p> <p>Know when and how to deliver CPR to an unresponsive casualty who is not breathing normally</p> <p>Seek medical help</p>
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		Seek medical help, if required					
<p><b>Dreams and goals</b></p> 	<p>Understand that if they persevere they can tackle challenges</p> <p>Can tell you about a time they didn't give up until they achieved their goal</p> <p>Can set a goal and work towards it</p> <p>Can use kind words to encourage people</p> <p>Understand the link between what they learn now and the job they might like to do when they're older</p> <p>Can say how they feel when they achieve a goal and know what it means to feel proud</p>	<p>Set simple goals</p> <p>Set a goal and work out how to achieve it</p> <p>Understand how to work well with a partner</p> <p>Can tackle a new challenge and understand this might stretch their learning</p> <p>Identify obstacles which make it more difficult to achieve their new challenge and can work out how to overcome them</p> <p>Can tell you how they felt when they succeeded in a new challenge and how they celebrated it</p>	<p>Identify their successes and achievements and know how this makes them feel.</p> <p>Persevere even when they find tasks difficult</p> <p>Recognise who it is easy to work with and who it is more difficult to work with</p> <p>Work cooperatively in a group to create an end product</p> <p>Know how to share success with other people.</p>	<p>Tell about a person who has faced difficult challenges and achieved success</p> <p>Identify a dream /ambition which is important to them</p> <p>Enjoy facing new learning challenges and working out the best ways for them to achieve them</p> <p>Be motivated and enthusiastic about achieving a new challenge</p> <p>Recognise obstacles which might hinder their achievement and take steps to overcome them</p> <p>Evaluate their own learning process.</p>	<p>Can tell you about some of their hopes and dreams</p> <p>Understand that sometimes hopes and dreams do not come true and that this can hurt</p> <p>Know reflecting on positive and happy experiences can help them to counteract disappointment</p> <p>Know how to make a new plan and set new goals even if they have been disappointed</p> <p>Know how to work out the steps to take to achieve a goals and can do this successfully as part of a group</p> <p>Can identify contributions made by themselves and others to the group's achievement</p>	<p>Understand that they will need money to help them achieve some of their dreams</p> <p>Know about a range of jobs carried out by people they know and have explored how much people earn in different jobs</p> <p>Can identify a job they would like to do when they grow up and understand what motivates them and what they need to do to achieve it</p> <p>Can describe the dreams and goals of young people in a culture different to them</p> <p>Can understand that communicating with someone in a different culture means we can learn for each other and I can identify a range of ways that we could support each other</p> <p>Can encourage my peers to support young people here and abroad to meet their aspirations</p>	<p>Identify their strengths and set challenging but realistic goals</p> <p>Work out the learning steps they need to take to reach their goal and understand how to motivate themselves to work on them</p> <p>Identify problems in the world that concern them and talk to other people about them</p> <p>Work with other people to help make the world a better place</p> <p>Describe some ways in which they can work with other people to help make the world a better place</p> <p>Know what some people in the class like or admire about them and can accept their praise</p>

