

PSHE PROGRESSION OF SKILLS KS2

YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Autumn Relationships: Feelings and Emotions; Health and Relationships; Valuing Differences</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>to recognise that their behaviour can affect other people</p> <p>to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p>	<p>Autumn Relationships: Feelings and Emotions; Health and Relationships; Valuing Differences</p> <p>To recognise and respond appropriately to a wider range of feelings in others</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>To recognise that their actions affect themselves and others. To develop strategies to resolve disputes and conflict through negotiation.</p> <p>To understand that friendships have their ups and downs.</p> <p>to offer constructive support and feedback to others</p> <p>to identify and respect the differences and similarities between people</p>	<p>Autumn Relationships: Feelings and Emotions; Health and Relationships; Valuing Differences</p> <p>To explain the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>to develop 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.</p>	<p>Autumn Relationships: Feelings and Emotions; Health and Relationships; Valuing Differences</p> <p>To respond appropriately to a wider range of feelings in others</p> <p>To understand that their actions affect themselves and others</p> <p>To work collaboratively towards shared goals</p> <p>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</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p>	<p>Autumn Relationships: Feelings and Emotions; Health and Relationships; Valuing Differences</p> <p>To explore the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>to recognise and manage 'dares'</p> <p>To understand that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>To explain that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>To discuss that 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 (see 'protected characteristics' in the Equality Act 2010)</p>

<p>to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p>	<p>To develop strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>to understand 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</p>		<p>to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>to recognise and challenge stereotypes</p> <p>To explain the difference between, and the terms associated with, sex, gender identity and sexual orientation that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>To discuss that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>
<p>Spring Living in the Wider World: Rights and Responsibilities; Environment; Money</p> <p>to explain how they can contribute to the life of the classroom and school to construct, and agree to follow, group, class and school rules and to understand how these rules help them</p>	<p>Spring Living in the Wider World: Rights and Responsibilities; Environment; Money - Can we swap this with Summer Health and Wellbeing?</p> <p>To understand why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p>	<p>Spring Living in the Wider World: Rights and Responsibilities; Environment; Money</p> <p>To recognise that there are human rights, that are there to protect everyone.</p>	<p>Spring Living in the Wider World: Rights and Responsibilities; Environment; Money</p> <p>To discuss the relationship between rights and responsibilities. To explain the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p>	<p>Spring Living in the Wider World: Rights and Responsibilities; Environment; Money</p> <p>to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p>

<p>to speak about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	<p>To discuss people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. Internet safety. To explain what being part of a community means.</p>		<p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. That these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p>	<p>to investigate ways of carrying out shared responsibilities for protecting the environment in school and at home; and how everyday choices can affect the environment. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p>
<p>to explain that they belong to different groups and communities such as family and school what improves and harms their local, natural and built environments and to develop strategies and skills needed to care for these (including conserving energy)</p>		<p>to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom to consider the lives of people living in other places, and people with different values and customs to consider that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	<p>To explain that they have 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 To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world to critically examine 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; the importance of being careful what they forward to others</p>
<p>to explain that money comes from different sources and can be used for different purposes, including the concepts of spending and saving about the role money plays in their lives including how to keep it safe, to make choices about spending or saving money and what influences those choices</p>	<p>To explain what is meant by enterprise and begin to develop enterprise skills.</p>	<p>to understand about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. to develop an initial understanding of the concepts of 'interest', 'loan'</p>	<p>To understand about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p>	<p>Yr 6 financial unit taught in Summer term.</p>
<p>Summer Health and Wellbeing: Healthy Lifestyles; Growing and Changing; Keeping Safe</p> <p>to explain what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p>	<p>Summer Health and Wellbeing: Healthy Lifestyles; Healthy Lifestyles; Growing and Changing; Keeping Safe</p> <p>To understand the concept of a 'balanced lifestyle'</p>	<p>Summer Health and Wellbeing: Healthy Lifestyles; Growing and Changing; Keeping Safe</p> <p>to make informed choices (including recognising that choices can have positive, neutral and negative consequences). to begin to understand the concept of a 'balanced lifestyle' that bacteria and viruses can affect health and</p>	<p>Summer Health and Wellbeing: Healthy Lifestyles; Growing and Changing; Keeping Safe</p> <p>To list what positively and negatively affects their physical, mental and emotional health How to make informed choices (including recognising that choices can have positive, neutral and</p>	<p>Summer Health and Wellbeing: Healthy Lifestyles; Growing and Changing; Keeping Safe</p> <p>to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves mentally.</p>

<p>to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p>to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals about good and not so good feelings, a vocabulary to describe their feelings to others about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>To say how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p> <p>to explain about the process of growing from young to old and how people's needs change</p> <p>to explain about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>to name the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p>	<p>To recognise opportunities and develop the skills to make their own choices about food.</p> <p>To discuss what is meant by the term 'habit' and why habits can be hard to change</p>	<p>that following simple routines can reduce their spread</p> <p>to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>To explain how their body will, and their emotions may, change as they approach and move through puberty</p>	<p>negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. increased responsibility to keep themselves and others safe</p> <p>To cope with change, including transitions (between key stages and schools), loss.</p>	<p>To understand what is meant by the term 'habit' and why habits can be hard to change</p> <p>To explain which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted, and some are illegal to own, use and give to others</p> <p>To understand how their body will, and their emotions may, change as they approach and move through puberty</p> <p>To explain about human reproduction</p>
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<p>To know which contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) ; that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>	<p>To explain both the range and intensity of their feelings to others To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p>	<p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience .</p>	<p>To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others , separation, divorce and bereavement</p>	
<p>to understand rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p>	<p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly.</p>	<p>to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p>	<p>To understand the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>	
<p>To talk about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p>	<p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p>		<p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share;</p>	
<p>to discuss the ways that pupils can help the people who look after them to more easily protect them to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p>	<p>To explain school rules about health and safety, basic emergency aid procedures, where and how to get help</p>		<p>To know who to talk to if they feel uncomfortable or are concerned by such a request .</p>	<p>To discuss taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation(FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p>
<p>to understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p>				