

SKILLS PROGRESSION PSHE & RELATIONSHIP EDUCATION

| SKILLS THEME | Reception & Year 1 skills &/or concepts | Year 2 & Lower Key Stage 2 skills &/or concepts | Upper Key Stage 2 skills &/or concepts |
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| ME & MY RELATIONSHIPS | <ul style="list-style-type: none"> Children will be able to: <p>Understand that classroom rules help everyone to learn and be safe.</p> <p>Explain their classroom rules and be able to contribute to making these.</p> <p>Recognise how others might be feeling by reading body language/facial expressions.</p> <p>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p> <p>Identify a range of feelings.</p> <p>Identify how feelings might make us behave.</p> <p>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p> <p>Recognise that people's bodies and feelings can be hurt.</p> <p>Suggest ways of dealing with different kinds of hurt.</p> | <ul style="list-style-type: none"> Children will be able to: <p>Explain why we have rules.</p> <p>Explore why rules are different for different age groups, in particular for internet-based activities.</p> <p>Suggest appropriate rules for a range of settings.</p> <p>Consider the possible consequences of breaking the rules.</p> <p>Explain some of the feelings someone might have when they lose something important to them.</p> <p>Understand that these feelings are normal and a way of dealing with the situation.</p> <p>Define and demonstrate cooperation and collaboration.</p> <p>Identify the different skills that people can bring to a group task.</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success.</p> <p>Identify people who they have a special relationship with.</p> | <ul style="list-style-type: none"> Children will be able to: <p>Demonstrate a collaborative approach to a task.</p> <p>Describe and implement the skills needed to do this.</p> <p>Explain what is meant by the terms 'negotiation' and 'compromise'.</p> <p>Suggest positive strategies for negotiating and compromising within a collaborative task.</p> <p>Demonstrate positive strategies for negotiating and compromising within a collaborative task.</p> <p>Recognise some of the challenges that arise from friendships.</p> <p>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <p>List some assertive behaviours.</p> <p>Recognise peer influence and pressure.</p> <p>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p> <p>Recognise and empathise with patterns of behaviour in peer-group dynamics.</p> <p>Recognise basic emotional needs and understand that they change according to circumstance.</p> |

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| | <p>Recognise that they belong to various groups and communities such as their family.</p> <p>Explain how these people help us and we can also help them to help us.</p> <p>Identify simple qualities of friendship.</p> <p>Suggest simple strategies for making up.</p> <p>Demonstrate attentive listening skills.</p> <p>Suggest simple strategies for resolving conflict situations.</p> <p>Give and receive positive feedback, and experience how this makes them feel.</p> | <p>Suggest strategies for maintaining a positive relationship with their special people.</p> <p>Rehearse and demonstrate simple strategies for resolving given conflict situations.</p> <p>Explain what a dare is.</p> <p>Understand that no-one has the right to force them to do a dare.</p> <p>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p> <p>Express opinions and listen to those of others.</p> <p>Consider others' points of view.</p> <p>Practise explaining the thinking behind their ideas and opinions.</p> <p>Identify qualities of friendship.</p> <p>Suggest reasons why friends sometimes fall out.</p> <p>Rehearse and use, now or in the future, skills for making up again.</p> | <p>Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p> <p>Describe the consequences of reacting to others in a positive or negative way.</p> <p>Suggest ways that people can respond more positively to others.</p> <p>Describe ways in which people show their commitment to each other.</p> <p>Know the ages at which a person can marry, depending on whether their parents agree.</p> <p>Understand that everyone has the right to be free to choose who and whether to marry.</p> <p>Recognise that some types of physical contact can produce strong negative feelings.</p> <p>Know that some inappropriate touch is also illegal.</p> <p>Identify strategies for keeping personal information safe online.</p> <p>Describe safe and respectful behaviours when using communication technology.</p> |
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| VALUING DIFFERENCE | <ul style="list-style-type: none"> Children will be able to: <p>Identify the differences and similarities between people.</p> | <ul style="list-style-type: none"> Children will be able to: <p>Recognise that there are many different types of family.</p> | <ul style="list-style-type: none"> Children will be able to: <p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.</p> |

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| <p>Empathise with those who are different from them.</p> <p>Begin to appreciate the positive aspects of these differences.</p> <p>Explain the difference between unkindness, teasing and bullying.</p> <p>Understand that bullying is usually quite rare.</p> <p>Explain some of their school rules and how those rules help to keep everybody safe.</p> <p>Identify some of the people who are special to them.</p> <p>Recognise and name some of the qualities that make a person special to them.</p> <p>Recognise and explain what is fair and unfair, kind and unkind.</p> <p>Suggest ways they can show kindness to others.</p> | <p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Define the term 'community'.</p> <p>Identify the different communities that they belong to.</p> <p>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p>Reflect on listening skills.</p> <p>Give examples of respectful language.</p> <p>Give examples of how to challenge another's viewpoint, respectfully.</p> <p>Explain that people living in the UK have different origins.</p> <p>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds.</p> <p>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <p>Recognise the factors that make people similar to and different from each other.</p> <p>Recognise that repeated name calling is a form of bullying.</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult).</p> | <p>Suggest strategies for dealing with bullying, as a bystander.</p> <p>Describe positive attributes of their peers.</p> <p>Know that all people are unique but that we have far more in common with each other than what is different about us.</p> <p>Consider how a bystander can respond to someone being rude, offensive or bullying someone else.</p> <p>Demonstrate ways of offering support to someone who has been bullied.</p> <p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p> <p>Understand and explain the term prejudice.</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK.</p> <p>Describe the benefits of living in a diverse society.</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Explain the difference between a friend and an acquaintance.</p> <p>Describe qualities of a strong, positive friendship.</p> <p>Describe the benefits of other types of relationship (e.g. neighbour, parent/carers, relative).</p> |
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| | | <p>Understand and explain some of the reasons why different people are bullied.</p> <p>Explore why people have prejudiced views and understand what this is.</p> | <p>Define what is meant by the term stereotype.</p> <p>Recognise how the media can sometimes reinforce gender stereotypes.</p> <p>Recognise that people fall into a wide range of what is seen as normal.</p> <p>Challenge stereotypical gender portrayals of people.</p> |
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| KEEPING MYSELF SAFE | <ul style="list-style-type: none"> Children will be able to: <p>Understand that the body gets energy from food, water and air (oxygen).</p> <p>Recognise that exercise and sleep are important parts of a healthy lifestyle.</p> <p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle.</p> <p>Identify simple bedtime routines that promote healthy sleep.</p> <p>Recognise emotions and physical feelings associated with feeling unsafe.</p> <p>Identify people who can help them when they feel unsafe.</p> <p>Recognise the range of feelings that are associated with loss.</p> | <ul style="list-style-type: none"> Children will be able to: <p>Identify situations which are safe or unsafe.</p> <p>Identify people who can help if a situation is unsafe.</p> <p>Suggest strategies for keeping safe.</p> <p>Define the words danger and risk and explain the difference between the two.</p> <p>Demonstrate strategies for dealing with a risky situation.</p> <p>Identify some key risks from and effects of cigarettes and alcohol.</p> <p>Know that most people choose not to smoke cigarettes.</p> <p>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p>Identify risk factors in given situations.</p> <p>Suggest ways of reducing or managing those risks.</p> | <ul style="list-style-type: none"> Children will be able to: <p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face.</p> <p>Understand and describe the ease with which something posted online can spread.</p> <p>Identify strategies for keeping personal information safe online.</p> <p>Describe safe behaviours when using communication technology.</p> <p>Know that it is illegal to create and share sexual images of children under 18 years old.</p> <p>Explore the risks of sharing photos and films of themselves with other people directly or online.</p> <p>Know how to keep their information private online.</p> <p>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour.</p> |

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| | <p>Understand that medicines can sometimes make people feel better when they're ill.</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Understand and learn the PANTS rules.</p> <p>Name and know which parts should be private.</p> <p>Explain the difference between appropriate and inappropriate touch.</p> <p>Understand that they have the right to say "no" to unwanted touch.</p> <p>Start thinking about who they trust and who they can ask for help.</p> | <p>Evaluate the validity of statements relating to online safety.</p> <p>Recognise potential risks associated with browsing online.</p> <p>Give examples of strategies for safe browsing online.</p> <p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens.</p> <p>Recognise and describe appropriate behaviour online as well as offline.</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this.</p> <p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> <p>Demonstrate strategies for assessing risks.</p> <p>Understand and explain decision-making skills.</p> <p>Understand where to get help from when making decisions.</p> <p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p> | <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</p> <p>Explain how drugs can be categorised into different groups depending on their medical and legal context.</p> <p>Demonstrate an understanding that drugs can have both medical and non-medical uses.</p> <p>Explain in simple terms some of the laws that control drugs in this country.</p> <p>Understand some of the basic laws in relation to drugs.</p> <p>Explain why there are laws relating to drugs in this country.</p> <p>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these.</p> <p>Describe some of the effects and risks of drinking alcohol.</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</p> <p>Explain how these emotional needs impact on people's behaviour.</p> <p>Suggest positive ways that people can get their emotional need met.</p> <p>Understand and give examples of conflicting emotions.</p> <p>Understand and reflect on how independence and responsibility go together.</p> |
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| RIGHTS & RESPONSIBILITIES | <ul style="list-style-type: none"> Children will be able to: <p>Identify what they like about the school environment.</p> <p>Recognise who cares for and looks after the school environment.</p> <p>Demonstrate responsibility in looking after something (e.g. a class pet or plant).</p> <p>Explain the importance of looking after things that belong to themselves or to others.</p> <p>Explain where people get money from.</p> <p>List some of the things that money may be spent on in a family home.</p> <p>Recognise that different notes and coins have different monetary value.</p> <p>Explain the importance of keeping money safe.</p> <p>Identify safe places to keep money.</p> <p>Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).</p> | <ul style="list-style-type: none"> Children will be able to: <p>Define what a volunteer is.</p> <p>Identify people who are volunteers in the school community.</p> <p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>Identify key people who are responsible for them to stay safe and healthy.</p> <p>Suggest ways they can help these people.</p> <p>Understand the difference between 'fact' and 'opinion'.</p> <p>Understand how an event can be perceived from different viewpoints.</p> <p>Plan, draft and publish a recount using the appropriate language.</p> <p>Define what is meant by the environment.</p> <p>Evaluate and explain different methods of looking after the school environment.</p> <p>Devise methods of promoting their priority method.</p> <p>Understand the terms 'income', 'saving' and 'spending'.</p> <p>Recognise that there are times we can buy items we want and times when we need to save for items.</p> | <ul style="list-style-type: none"> Children will be able to: <p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them.</p> <p>Describe the language and techniques that make up a biased report.</p> <p>Analyse a report also extract the facts from it.</p> <p>Know the legal age (and reason behind these) for having a social media account.</p> <p>Understand why people don't tell the truth and often post only the good bits about themselves, online.</p> <p>Recognise that people's lives are much more balanced in real life, with positives and negatives.</p> <p>Explain some benefits of saving money.</p> <p>Describe the different ways money can be saved, outlining the pros and cons of each method.</p> <p>Describe the costs that go into producing an item.</p> <p>Suggest sale prices for a variety of items, taking into account a range of factors.</p> <p>Recognise and explain that different jobs have different levels of pay and the factors that influence this.</p> <p>Explain the different types of tax (income tax and VAT) which help to fund public services.</p> <p>Evaluate the different public services and compare their value.</p> |

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| | | <p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p> <p>Explain that people earn their income through their jobs.</p> <p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p> | <p>Explain what we mean by the terms voluntary, community and pressure (action) group.</p> <p>Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</p> <p>Explain what is meant by living in an environmentally sustainable way.</p> <p>Suggest actions that could be taken to live in a more environmentally sustainable way.</p> |
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| BEING MY BEST | <ul style="list-style-type: none"> Children will be able to: <p>Recognise the importance of fruit and vegetables in their daily diet.</p> <p>Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</p> <p>Recognise that they may have different tastes in food to others.</p> <p>Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch.</p> <p>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</p> <p>Understand how diseases can spread.</p> <p>Recognise and use simple strategies for preventing the spread of diseases.</p> | <ul style="list-style-type: none"> Children will be able to: <p>Explain how each of the food groups benefits the body.</p> <p>Explain what is meant by the term 'balanced diet'.</p> <p>Give examples what foods might make up a healthy balanced meal.</p> <p>Explain how some infectious illnesses are spread from one person to another.</p> <p>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses.</p> <p>Suggest medical and non-medical ways of treating an illness.</p> <p>Develop skills in discussion and debating an issue.</p> <p>Demonstrate their understanding of health and wellbeing issues that are relevant to them.</p> <p>Empathise with different view points.</p> | <ul style="list-style-type: none"> Children will be able to: <p>Identify aspirational goals.</p> <p>Describe the actions needed to set and achieve these.</p> <p>Explain what the five ways to wellbeing are.</p> <p>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p> <p>Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</p> <p>Identify risk factors in a given situation.</p> <p>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p> <p>Recognise what risk is.</p> |

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| | <p>Recognise that learning a new skill requires practice and the opportunity to fail, safely.</p> <p>Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</p> <p>Demonstrate attentive listening skills.</p> <p>Suggest simple strategies for resolving conflict situations.</p> <p>Give and receive positive feedback, and experience how this makes them feel.</p> <p>Recognise how a person's behaviour (including their own) can affect other people.</p> | <p>Make recommendations, based on their research.</p> <p>Identify their achievements and areas of development.</p> <p>Recognise that people may say kind things to help us feel good about ourselves.</p> <p>Explain why some groups of people are not represented as much on television/in the media.</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success.</p> <p>Understand and explain how the brain sends and receives messages through the nerves.</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain).</p> <p>Describe how food, water and air get into the body and blood.</p> <p>Explain some of the different talents and skills that people have and how skills are developed.</p> <p>Recognise their own skills and those of other children in the class.</p> | <p>Explain how a risk can be reduced.</p> <p>Understand risks related to growing up and explain the need to be aware of these.</p> <p>Assess a risk to help keep themselves safe.</p> |
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| GROWING & CHANGING | <ul style="list-style-type: none"> Children will be able to: <p>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain).</p> | <ul style="list-style-type: none"> Children will be able to: <p>Identify different types of relationships.</p> <p>Recognise who they have positive healthy relationships with.</p> | <ul style="list-style-type: none"> Children will be able to: <p>Recognise some of the changes they have experienced and their emotional responses.</p> <p>Suggest strategies for dealing with change.</p> |

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| <p>Understand and explain the simple bodily processes associated with them.</p> <p>Understand some of the tasks required to look after a baby.</p> <p>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p> <p>Identify things they could do as a baby, a toddler and can do now.</p> <p>Identify the people who help/helped them at those different stages.</p> <p>Explain the difference between teasing and bullying.</p> <p>Explain the difference between a secret and a nice surprise.</p> <p>Identify situations as being secrets or surprises.</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p> <p>Identify parts of the body that are private.</p> <p>Describe ways in which private parts can be kept private.</p> <p>Identify people they can talk to about their private parts.</p> | <p>Understand what is meant by the term body space (or personal space).</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space.</p> <p>Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.</p> <p>Recognise how different surprises and secrets might make them feel.</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Recognise that babies come from the joining of an egg and sperm.</p> | <p>Identify people who can support someone who is dealing with a challenging time of change.</p> <p>Understand that fame can be short-lived.</p> <p>Recognise that photos can be changed to match society's view of perfect.</p> <p>Identify qualities that people have.</p> <p>Define what is meant by the term stereotype.</p> <p>Recognise how the media can sometimes reinforce gender stereotypes.</p> <p>Recognise that people fall into a wide range of what is seen as normal.</p> <p>Challenge stereotypical gender portrayals.</p> <p>Understand the risks of sharing images online.</p> <p>Understand that people can feel pressured to behave in a certain way because of their peers.</p> <p>Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it.</p> <p>Understand that for girls, periods are a normal part of puberty.</p> <p>Know where someone could get support if they were concerned about their own or another person's safety.</p> <p>Explain the difference between a safe and an unsafe secret.</p> <p>Please also see our Sex Education curriculum</p> |
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