## PSHE Knowledge and Skills progression

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| **Year 1 /2** | **Term 1**<br>• identify star qualities in others;<br>• give examples of positive learning attitude statements;<br>• identify attributes they have that would suit them to a desired job;<br>• challenge stereotypes;<br>• discuss their ambitions;<br>• identify ways next year will be different and explain why they think this | **Term 2**<br>• say what makes them an individual;<br>• identify feelings from facial expressions and body language;<br>• talk confidently about what they like that makes them feel happy;<br>• explain how to manage feelings of anger and sadness;<br>• describe strategies to explain how change and loss can be dealt with positively;<br>• understand the importance of sharing their thoughts and feelings respectfully. | **Term 3**<br>• show the teams they belong to through pictures, name these teams and explain how it feels to be a part of the team;<br>• create a picture by using good listening to follow instructions;<br>• create a chain of kindness by thinking of their own idea of a way to be kind;<br>• draw or write ways to deal with teasing or bullying behaviour;<br>• sort thoughts given into helpful and not-so-helpful thought categories;<br>• draw a picture to show a time they made a good choice and to write what happened next. |
| | **Term 4**<br>• explain ways we can save money;<br>• identify why it is important to keep money safe;<br>• explain why it is important to keep our belongings safe;<br>• discuss ways we can keep track of money we spend. | **Term 5**<br>• describe how they can help groups and communities they belong to;<br>• recognise choices can have negative and positive consequences;<br>• explain some consequences of negative and positive choices;<br>• talk about why helping their neighbourhood is important;<br>• describe different aspects of living in Britain;<br>• give reasons why it is important to have differences;<br>• identify famous British people, places and events;<br>• explain what famous British people, places and events tell them about being British. | **Term 6**<br>• describe their daily bedtime routine;<br>• explain what happens if you do not exercise regularly;<br>• explain that other people have rights for their own body;<br>• list some foods that are good to have once a week;<br>• identify hazard signs that mean something is dangerous;<br>explain what germs are and why people need to keep clean. |

| | Term 1 | Term 2 | Term 3 |
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| **Year 2** | • recognise and describe positive thoughts and negative thoughts; <br> • think about and discuss the consequences of decisions they make and their actions; <br> • set goals for themselves and think about how they might achieve them; <br> • recognise triggers for certain emotions; • <br> • describe ways to show or give thanks for what we have; <br> • describe what being mindful is | • identify who the special people in their lives are and explain why they are important to them; <br> • explain why having a family network is important; <br> • know what makes someone a good friend and demonstrate these qualities; <br> • put positive resolution techniques into practice; • cooperate with others to complete a task; <br> • identify several ways to show others they care and understand the importance of doing this. | • know what rights are and identify rights that all people share; <br> • explain how people protect their rights; <br> • show respect for the rights of others; <br> • explain how to behave towards someone who is different from them; <br> • understand why it is important to be fair; <br> • know how to make a positive difference in school and understand why this is important. |
| | **Term 4** | **Term 5** | **Term 6** |
| | • identify ways to stay safe in the home; <br> • identify a range of dangers outside; <br> • explain the basics of the green cross code; <br> • explain why we shouldn't take anyone else's medicine; <br> • explain what to do if they feel unsafe online; <br> • explain the difference between good and bad secrets; <br> • identify their personal 'trusted adults'. | • describe how family life in different countries can be the same as and different from their own; <br> • think about what children might do in homes around the world; <br> • describe what it is like to go to school in different countries and identify similarities to and differences from theirs; <br> • think about how the environment affects people's daily life; <br> • discuss the environmental problems of the over use and misuse of natural resources; <br> • explain why it is important to care for the earth and discuss ways this can be done. | • consider the best thing to do in a given scenario; <br> • explain what 'unique' means and consider what makes them unique; <br> • show respect for others' likes and dislikes; <br> • show an understanding of the need to get to know a person before making assumptions about them; <br> • describe physical changes humans go through as they grow up; <br> • show an understanding of how our responsibilities change as we grow; <br> • discuss how certain changes in people's lives can make them feel. |

| | Term 1 | Term 2 | Term 3 |
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| **Year 3/4** | • identify skills and attributes that are useful in many roles <br> • identify elements of a growth mindset <br> • identify and challenge stereotypes <br> • discuss goals they could set to work towards their ambitions <br> • discuss challenges many people face and how some people overcome these | • identify their own strengths; <br> • explain that how they are feeling on the inside can affect their facial expressions and body language; <br> • identify and begin to implement strategies to help them cope with uncomfortable feelings; <br> • begin to demonstrate appropriately assertive behaviour; <br> • analyse messages given by the media about how they should look, think and behave; | • work with a partner to write down a change that has come with starting in Year 3; <br> • create a role play about a team scenario; <br> • read clues and work as a team to solve a crime; <br> • identify a feeling and how it is expressed; <br> • show the resolution to a dispute through pictures; <br> • create a list of 'Pass It On' ideas. |

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| | | • demonstrate how they are going to make things right after mistakes have been made;<br>• explain what they have learnt and how they have grown from mistakes they have made. | |
| | **Term 4**<br>• discuss where money comes from;<br>• talk about reasons people go to work;<br>• discuss payment resources we can use to spend money;<br>• consider why and how people might get into debt;<br>• identify things they want and need;<br>• explain ways we can keep track of what we spend. | **Term 5**<br>• describe the benefits of living in a diverse and multicultural society;<br>• understand why democracy is important;<br>• identify how rules and laws help them;<br>• identify the rights of the British people;<br>• describe what being British means to others | **Term 6**<br>• list some of the effects of sleep deprivation;<br>• explain the effect of exercise on the heart;<br>• know how to get help for themselves or another in the case of serious problems;<br>• explain why eating a balanced diet is important;<br>• know how to check medicine instructions;<br>• know how to inhibit the spread of germs. |

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| **Year 3/4** | **Term 1**<br>• understand that having a positive attitude is good for our mental health;<br>• understand the causes of negative thoughts;<br>• identify ways to cope with negative thoughts;<br>• understand the impact certain changes can have on people and how it can affect them emotionally;<br>• identify some mindfulness techniques and discuss which they like to use;<br>• identify strategies to cope with uncomfortable emotions. | **Term 2**<br>• discuss how our attitudes impact new friendships being made;<br>• create a plan for being an anonymous friend over the course of a week;<br>• reflect on the different characters in the dares story and discuss the different outcomes for each character;<br>• work together to create a role play about positive resolution techniques;<br>• create a poster with ideas to help someone who is being bullied. | **Term 3**<br>• explain what makes human rights universal;<br>• understand the importance of The Universal Declaration of Human Rights and the Declaration of the Rights of the Child;<br>• explain what democracy is and how this relates to rules and human rights;<br>• know that human rights are not dependent on responsibilities;<br>• explain what it means to respect the rights of others and understand why this is important;<br>• understand how stereotypes can inhibit people's human rights being met. |
| | **Term 4**<br>• appreciate what being responsible means and name some of their responsibilities;<br>• give examples of a range of risky or dangerous situations;<br>• appreciate that doing something risky may lead to danger; | **Term 5**<br>• give reasons for similarities and differences between people's lives;<br>• detail if they feel something is fair or not;<br>• give reasons for their own opinions;<br>• recognise how their actions impact on people in different countries;<br>• discuss climate change in terms of what it is and its effects; | **Term 6**<br>• explain what the male and female reproductive body parts are for;<br>• discuss ways in which people can deal with or overcome emotions experienced during puberty;<br>• show respect for the differences between different families;<br>• describe the different types of relationships that exist, without prejudice; |

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| | • describe where pressure to do things can come from; identify people who can help us in an emergency;<br>• identify safety precautions that can be taken on and near roads;<br>• explain some of the ways in which drugs, cigarettes and alcohol affect the human body;<br>• know how to use mobile devices and the Internet responsibly;<br>• understand why certain information should never be shared online;<br>• identify behaviour that constitutes cyberbullying | • explain how organisations help people in need. | • show an awareness of myths surrounding pregnancy and birth;<br>• describe the conception and birth of a baby, using some scientific vocabulary. |

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| **Year 5 /6** | • identify skills and attributes that are useful in many roles;<br>• identify their preferred learning style;<br>• identify potential barriers to success;<br>• identify opportunities that might be available to them in the future;<br>• identify and challenge stereotypes;<br>• explain what is meant by innovation and enterprise;<br>• discuss goals they could set to work towards their ambitions;<br>• understand the different roles within a team;<br>• discuss challenges many people face and how some people overcome these. | • complete scenarios by advising on how to communicate feelings in different situations;<br>• work in groups to create a role play to show different ways to manage uncomfortable feelings;<br>• discuss different fight or flight situations;<br>• discuss the impact of making amends when a mistake has been made. | • demonstrate successful teamwork skills<br>• disagree respectfully<br>• reflect on their collaborative working skills<br>• understand what a compromise is<br>• demonstrate ways to care for others in the team<br>• discuss the importance and consequences of carrying out responsibilities within a team |
| | **Term 4** | **Term 5** | **Term 6** |
| | • discuss reasons people take financial risks;<br>• discuss why advertisers try to influence us;<br>• talk about how to be a 'critical consumer';<br>• identify how we can compare the value for money of different products;<br>• discuss how we can make a budget;<br>• consider why people borrow money and get into debt;<br>• explain what tax is and the ways we pay it. | • identify ways of showing respect to people of all faiths and ethnicities;<br>• explain what it means to belong to a community;<br>• identify how laws help them;<br>• discuss local government in relation to democracy and human rights;<br>• discuss national government in relation to democracy and human rights;<br>• identify how charities and voluntary groups help meet the needs of all people in the community. | • define consent and autonomy;<br>• identify the implications of not getting enough sleep;<br>• understand why they need to change some of their habits and routines as they get older;<br>• identify where the pressure to try harmful substances might come from;<br>• understand that many images seen in the media are artificially enhanced; |

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| | | | • identify some factors that influence the choices they make about their bodies;<br>• understand that the choices they make about their bodies have consequences. |

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| **Year 5/6** | • describe how their thoughts, feelings and behaviours influence each other;<br>• explain the range and intensity of their feelings to other;<br>• name some strategies to deal with unhelpful thoughts;<br>• know how to make an informed choice;<br>• appreciate how making good choices can make us happy;<br>• understand how mindfulness techniques can be used in their everyday lives;<br>• describe the difference between a growth mindset and a fixed mindset;<br>• identify strategies for facing a challenge. | • create a list to show different ways we can care for our VIPs;<br>• show a calming technique on a poster;<br>• discuss how a disagreement could either be avoided or handled;<br>• write and explain what to do when feeling pressured;<br>• identify and discuss which secrets are OK to keep and which need to be shared;<br>• identify healthy and unhealthy relationships. | • explain what the Universal Declaration of Human Rights is;<br>• describe why children have their own rights;<br>• identify that human rights take precedence over national law and cultural and family traditions and practices;<br>• give reasons as to why people's rights are not always met;<br>identify how we can be rights-respecting citizens;<br>• describe how some ideas about human rights have changed;<br>• share their thoughts on how human rights activists have changed the world. |
| | **Term 4** | **Term 5** | **Term 6** |
| | • appreciate what being responsible means;<br>• assess a situation for the level of risk;<br>• appreciate that doing something risky may lead to danger;<br>• identify people who can help us in an emergency;<br>• know how to use mobile devices and the Internet responsibly;<br>• understand why certain information should never be shared online;<br>• explain what the right to privacy means; | • explain how to be a responsible global citizenship<br>• describe what can be done to prevent global warming<br>• describe how energy used can be changed to help the environment<br>• detail the responsible use of water<br>• understand the importance of biodiversity<br>• describe the impact of their choices on people and places | • explain how to look after their bodies during puberty<br>• name some ways to cope with new or difficult emotions<br>• describe the different types of loving relationships that exist<br>• explain the laws around sexual relationships<br>• explain what contraception is, how it is used and what is it used for |

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| • explain what CEOP is and how to use it to report online abuse or concerns about the way someone has communicated with them online;<br>• identify behaviour that constitutes cyberbullying. | | • use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation<br>• use scientific vocabulary to describe how babies are made and born<br>• describe the process from conception to birth and the needs of the foetus |