

# Woodloes Primary School PSHE Skills and Knowledge Progression



## P.S.H.E.

Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Confidence and responsibility	Take turns in group activities and conversations and share what they like. Begin to develop independence within known classroom tasks (e.g. to put coat on own peg).	Take part in group play or conversations, recognising what they like/dislike. Demonstrate growing independence and responsibility when carrying out everyday tasks, such as getting changed for P.E. and tidying up.	Recognise what is fair/unfair, right/wrong, kind/unkind and utilise this in planning and deciding. Recognise that all living things have needs and we share a responsibility to meet them.	Make positive comments about themselves and others. Listen actively and show empathy.	Recognise what is fair/unfair, identify positive ways to face new challenges, applying knowledge creatively.	Show responsibility in managing daily tasks and learning, individually and in a team. Review their progress against objectives and when making decisions.	Reflect and evaluate their achievements and strengths in all areas of their lives, recognising their own worth. Take responsibility for a range of tasks, in a range of scenarios, with growing independence.
Views and opinions	Give a view or opinion.	Begin to give simple reasons for their own views/opinions.	Share their views and opinions on things which matter to them, providing some evidence to support, such as gathered relevant information and data.	Present their views and opinions with some explanation, beginning to formulate questions.	Convey own opinions and answers clearly, supported by evidence. Formulate questions to further their understanding or adapt their viewpoint.	Talk and write about their own opinions and begin to explain their views on some issues (e.g. issues affecting their own life/environment such as school uniform), seeing and respecting others' viewpoints.	Present, in a variety of ways, opinions on a wider range of topics, affecting both themselves and society, justifying their views and conclusions through evidence and separating fact from opinion.
Health and hygiene	Share ways they can keep themselves clean and healthy.	Explain ways of keeping clean (e.g. by washing their hands and keeping their hair tidy) and how this stops the spread of some diseases.	Explain why exercise and rest contribute to a healthy lifestyle. Recognise what they like and dislike.	Explain which foods contribute towards a healthy lifestyle and the benefits of a balanced diet. Recognise that bacteria and viruses can be harmful and explain how simple routines can help stop their spread.	Identify some factors that affect emotional health and well-being (e.g. exercise or dealing with emotions).	Make informed choices to maintain their health and well-being, and explain reasons for these choices.	Understand the changes involved in puberty and about human reproduction. State the basic facts and laws about alcohol, tobacco and legal/illegal drugs including an understanding of the term 'habit' and how habits can affect health and lifestyle.
Relationships and respect	Be able to identify different family members and the names of their friends. Take turns and show a growing awareness of personal space.	Explain different ways that family and friends should care for one another. Identify the main body parts, including differences between boys and girls and what physical contact is acceptable and comfortable.	Explain how their actions have consequences for themselves and others. Identify people who look after them. Identify who to go to if they are worried and how to attract their attention.	Identify different types of relationships (e.g. marriage or friendships) and show ways to maintain a good relationship (e.g. listening, supporting and caring). Judge what kind of contact is acceptable and how to respond.	Recognise that their actions affect themselves and others. Respond to, or challenge, negative behaviours such as stereotyping and aggression, evaluating social norms.	Demonstrate respect and tolerance towards people different from themselves. Recognise that images and media portrayal are not always an accurate reflection of reality and can impact on peoples' feelings.	Describe some of the different beliefs and values in society, demonstrating respect and tolerance towards people different from themselves. Explore how information is presented differently in the media and online.
Personal safety	Be able to share things they need to do to keep safe in the classroom and at home.	Identify some hazards in the home, such as cleaning products and machines. Describe ways of keeping safe in familiar situations. Talk about the difference between secrets and surprises and recognise that people's bodies and feelings can be hurt.	Recognise some dangerous situation out of school grounds, such as crossing the road and talking to strangers. Suggest ways to avoid dangerous situations and be aware that they should not keep adults' secrets.	Describe ways of resisting negative peer pressure around issues, such as bullying, which affect their health and well-being. Recognise ways in which a relationship can be unhealthy and who they can talk to if they need support.	Assess and manage risks associated with personal lifestyle and activity choices; trying new ideas, facing challenges safely and recognising what is dangerous.	Respond to, or challenge, negative behaviours, such as bullying and aggression with increasing independence and show resistance to carrying out something that they feel uncomfortable about or that they know is wrong.	Identify and explain how to manage the risks in different familiar situations (e.g. discussing issues connected to personal safety such as legal and illegal drugs), understanding there are different levels of risk, including when a 'secret' should be shared.
Emotional well-being	Be able to say how they are feeling and what makes them happy.	Describe things that make them feel happy and things that make them feel sad.	Explain how they like to rest and relax, knowing that this contributes to their own well-being. Explain how they share the responsibility for keeping themselves and others safe. Communicate and respond to their own and others' feelings.	Describe situations that they find stressful and explain some ways that they can make these better, through positive thinking and talking them through with others.	Recognise strong emotions and identify ways of self-regulating them positively. Explain how things can be misinterpreted or misrepresented.	Explain the benefits of being emotionally, physically and mentally healthy and discuss what can affect this, including the media.	Predict, assess and discuss how to manage situations that may have higher levels of risk associated with them. Respond appropriately to a wide range of feelings and emotions in themselves and others.
Collaboration	Begin to take turns in a game and when sharing ideas.	Play and learn collaboratively in a small group. Recognise when someone makes them, or others, feel sad or hurt. Begin to develop an understanding of different forms of teasing, that it is wrong, and what they can do about it.	Explain what it means to be a good friend. Play and learn co-operatively, developing strategies to solve simple arguments through negotiation.	Work collaboratively towards shared goals. Describe what bullying is and what to do if they are feeling bullied.	List different types of teasing, discrimination, bullying and aggressive behaviours, explaining how it can feel and who can help with these issues.	Explain the consequences of peer pressure and bullying in different situations, utilising strategies for managing persuasion and coercion. Talk about how to resolve conflict, using the strategies of compromise and negotiation.	Give quality, constructive feedback and support to benefit themselves and others when working collaboratively. Consider reasons why someone may want to bully another person and suggest ways to support them
Diversity	Be able to say give a similarity and difference between them and one of their peers.	Describe how they are the same as, or different to, a friend or family member. Show an awareness of how needs change as they grow from young to old.	Describe and respect similarities and differences between people, including people from different places in the world, or different ethnic backgrounds.	Demonstrate sensitivity and understanding of people with different values, customs and cultures.	Explain the words 'discrimination' and stereotype and give examples of both.	Explain the words 'culture', 'stereotype', and 'racism' and give examples of all. Discuss 'protected characteristics' in the Equality Act 2010 or revised versions.	Describe how different types of rights need to be protected, supported and balanced.
Citizenship	Be able to say things they can do to make a positive contribution to their class or the school.	Suggest how they could make a positive contribution to their class, school or community. Explain how they belong to various groups and communities and contribute to the development of class and group rules.	Identify and describe characteristics that make a good citizen. Identify how their local environment can be harmed and improved.	Explain the school rules and basic emergency procedures. Ask and answer questions, giving a view on a local (or world) issue.	Explain how they might make a positive contribution to a world issue, such as global warming, poverty or fair trade. Recognise the role of voluntary and community groups.	Critically enquire about citizenship issues and give an opinion on them. Explain how laws and rules protect them and others in a variety of situations and how they can play a part in developing or changing rules. Explain what the word 'democracy' means, showing an awareness that there are local and national groups to support it.	Explore a controversial or emotive issue, considering both sides of an argument before forming a personal view or opinion. Explain how they can make a positive contribution to society, now and in the future.
Financial understanding	Understand what money is used for and that there are different coins and notes.	Explain in simple terms where money comes from and what money is used for in everyday life, including the terms 'spend' and 'save'.	Demonstrate a realistic idea of how much everyday items cost and begin to demonstrate how to manage their money.	Describe different ways people earn and manage money and their personal finances, including how to budget.	List several ways of saving money, including those linked with banks and building societies. Discuss how to make money and show enterprise.	Explain what it means to be an ethical consumer and give examples of ethical consumerism in action, such as Fair Trade. Explain how the allocation and use of resources can affect individuals and communities.	Talk about a range of jobs and explain how they will develop skills to work in the future. Begin to develop an understanding of the terms 'savings', 'interest', 'tax' and 'debt'.
Relationships and feelings	Be able to say how they are feeling and understand that there are different types of feelings.	Use facial expressions to demonstrate some named feelings and describe some of their positive or negative qualities.	Manage feelings in a positive and effective way. Learn about loss, change and the feelings involved in those situations.	Describe how 'family' can mean different things to different people.	Describe why someone might start a relationship with another person.	Describe different types of care and love extending their vocabulary and understanding of different emotions.	Explain how a variety of social and personal relationships might change over time, including transition, loss, divorce, separations and bereavement.
Goals	Be able to say what they are good at and what they would like to get better at	Talk about their gifts and talents. Identify a simple goal for themselves.	Talk about things they are good at and things that they find difficult. Identify a simple goal and talk about how they could achieve it. Support others, giving constructive feedback.	Recognise things they are good at and identify simple goals. Respond to the need for positive affirmation for self and others.	Talk about their achievements and plan how to work towards new goals, making use of constructive feedback.	Appreciate their personal, academic and non-academic strengths and show perseverance and resilience in working towards their goals.	Identify positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. Develop self-organising and time management skills.