

Progression in PSHCE Skills

Learning opportunities are spread across three core themes		
Relationships	Health and Wellbeing	Living in the Wider World
<p><i>Pupils should be taught:</i></p> <ol style="list-style-type: none"> 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships. 	<p><i>Pupils should be taught:</i></p> <ol style="list-style-type: none"> 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing 	<p><i>Pupils should be taught:</i></p> <ol style="list-style-type: none"> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect equality and to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. how money plays an important part in people's lives 8. a basic understanding of enterprise.
<p><i>Lessons</i></p> <p>Difference & Diversity Being Me Relationships Bullying Matter Exploring Emotions</p>	<p><i>Lessons</i></p> <p>Being Healthy Drug Education Changes Exploring Emotions Being Safe</p>	<p><i>Lessons</i></p> <p>Being Responsible Money Matters Being Me Difference & Diversity (KS1) Growing up</p>

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	<p>Relationships Building Relationships (PSED ELGS)</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>Exploring Emotions Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. Children can use words to describe a range of feelings</p> <p>Relationships Children can recognise a person's behaviour can affect others. They can recognise what is fair and unfair, kind and unkind, what is right and wrong they can identify their special people (family, friends, carers) and how they should care for each other.</p> <p>Difference and diversity They can share opinions on things that matter using discussions. They can identify the differences and similarities between people</p>	<p>Exploring Emotions Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals. Children can develop simple strategies for managing feelings</p> <p>Children can recognise how others show feelings and how to respond</p> <p>Relationship They can listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>Difference and diversity They can identify the differences and similarities between people</p>	<p>Exploring Emotions Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others</p> <p>Children can recognise a wide range of emotions in themselves and others and develop their understanding to respond appropriately.</p> <p>Relationship/RSE Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships. Recognising different types of relationship. Understanding that actions affect themselves and others. Listening and responding respectfully.</p> <p>Difference and diversity Children can recognise the differences and similarities between people, but understand everyone is equal. Children can recognise stereotypes.</p>	<p>Exploring Emotions They can express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to cope with some friendship problems. Children develop strategies to resolve disputes. Children develop a range of strategies to manage emotions</p> <p>Children extend their vocabulary to help explain the range and intensity of feelings.</p> <p>Relationships/RSE Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. Understanding when it is right to 'break a confidence' or 'share a secret'.</p> <p>Understanding personal boundaries. Children can identify rules to keep themselves safe. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).</p> <p>Difference and diversity Children can identify how to listen and respond respectfully to a wide range of people. Children can recognise the nature of discrimination.</p>	<p>Exploring Emotions They can identify ways to face new challenges. They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They develop strategies to resolve disputes.</p> <p>Relationships/RSE Recognising what a healthy relationship is. Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. Recognising different types of relationship, including those between acquaintances, friends, relatives and families - Resolving conflicts. Understanding about confidentiality and about times when it is necessary to break a confidence</p> <p>Difference and diversity Children can listen and respond respectfully to a wide range of people. They recognise the factors that make people the same or different. They recognise the nature and consequences of discrimination. They recognise and challenge stereotypes.</p>	<p>Exploring Emotions They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money. Recognising when they experience conflicting emotions and how to manage these.</p> <p>Relationship/RSE Recognising that forcing anyone to marry is a crime. Understanding the true meaning behind civil partnerships and marriage</p> <p>Difference and diversity Children Understand the correct use of the terms sex, gender identity and sexual orientation</p>

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					Children have an awareness of stereotypes.		Difference and diversity Children can listen and respond respectfully to a wide range of people. They recognise the factors that make people the same or different. They recognise the nature and consequences of discrimination. They recognise and challenge stereotypes.
Health and Wellbeing	<p>Managing Self (PSED ELGS)</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>Being Healthy Children can explain ways of keeping clean. Developing simple skills to help prevent diseases spreading ie. washing their hands. Children know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. Children develop an understanding for the need of rest and a bedtime routine, they can name the main parts of the body.</p> <p>RSE They what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. They know about the 'pants' rule. They can explain that people grow from young to old.</p> <p>Being Safe Children can Identify household products are hazards if not used properly. Children Know who to go to if they are worried. Children can name sorts of things might people keep private? For example: Phone number, passwords, diary, email address, body parts.</p> <p>Drug Education.</p>	<p>Being Healthy Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. Children Recognise that choices can have good and not so good consequences Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations. . about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings . Children can give reasons for why we eat food, and develop an understanding for a healthy diet</p> <p>Being Safe. They know rules for and ways of keeping safe in a range of situations. Children recognise that they share a responsibility for keeping themselves and others safe</p> <p>RSE</p>	<p>Being Healthy Children can make choices about how to develop healthy Lifestyles. Understanding the concept and benefits of a balanced healthy lifestyle. The children can understand what a balanced diet is giving a reference to the eatwell plate. . what positively and negatively affects their physical, mental and emotional health to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>Being Safe They can understand how rules can keep them safe. Children can identify where and how to get help. Children understand the importance of protecting information particularly online. They understand how to become digitally responsible</p> <p>Drug Education They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. . They understand when they should keep secrets and</p>	<p>Being Healthy Children can make choices about how to develop healthy Lifestyles. Understanding the concept and benefits of a balanced healthy lifestyle. The children can understand what a balanced diet is giving a reference to the eatwell plate. . what positively and negatively affects their physical, mental and emotional health to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>Being Safe They understand that increased independence brings increased responsibility to keep themselves safe They have developing strategies for keeping physically and emotionally safe in different situations.</p> <p>Drug Education They can list the commonly available substances and drugs that are legal and illegal, and can describe</p>	<p>Being Healthy They understand why having a balanced diet is important and can identify why sometimes eating a balanced diet difficult. They can identify some factors that affect emotional health and well-being. They develop an understanding of well being familiarising themselves with the five factors of well being</p> <ul style="list-style-type: none"> ● keep active ● take notice ● connect ● keep learning ● give <p>Being Safe Children know how to recognise, predict and assess risks in different situations. They can explain how rules can keep them safe. Children can identify where and how to get help. Children understand the term 'habit.'</p> <p>Drug Education They can list some ways of resisting negative peer pressure around issues affecting their health and well- being. They can list the commonly available substances and</p>	<p>Being Healthy They understand why having a balanced diet is important and can identify why sometimes eating a balanced diet difficult. They can identify some factors that affect emotional health and well-being. They develop an understand of well being familiarising themselves with the five factors of well being keep active take notice connect keep learning give</p> <p>The children can identify how their body and their emotions may, change as they approach and move through puberty. Being Safe Children understand that increased independence brings increased responsibility to keep</p>

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		<p>Children have an understanding of the role of drugs as medicines. Children can identify that household products, including medicines, can be harmful if not used properly.</p> <p>Being responsible Children identify rules for and ways of keeping safe. They recognise they have a shared responsibility for keeping themselves and others safe</p>	<p>They can recognise their right to keep things private and the importance of respecting others' privacy. They know about the 'pants' rule. They can explain that people grow from young to old.</p> <p>They can explain that people grow from young to old.</p> <p>Drug Education Children have an awareness of the importance of physical, mental and emotional health. They can explore how to make informed choices. They understand the role of drugs as medicines. identify that household products, including medicines, can be harmful if not used properly.</p> <p>Being responsible Children can identify rules for and ways of keeping safe. They recognise they have a shared responsibility for keeping themselves and others safe</p>	<p>promises, and when they should tell somebody about them.</p> <p>Children recognise, and assess risks in different situations, Children develop how to manage a risk responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>The children can say where they can get help and how to ask for help.</p> <p>Children can identify rules to keep themselves safe.</p>	<p>some of the effects and risks of these.</p> <p>They understand when they should keep secrets and promises, and when they should tell somebody about them.</p> <p>Children recognise, and assess risks in different situations, Children develop how to manage a risk responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>The children can say where they can get help and how to ask for help.</p>	<p>drugs that are legal and illegal,</p> <p>They can describe some of the effects and risks of these. The children can identify how taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that - Identifying influences and when an influence becomes a pressure. Developing skills of how to ask for help. Identify basic emergency procedures. Understanding the term 'habit' and why habits can be hard to change</p>	<p>themselves safe. Children have developed strategies for keeping physically and emotionally safe in different situations. They understand the importance of protecting information particularly online. They understand how to become digitally responsible.</p> <p>Drug Education They can list some ways of resisting negative peer pressure around health and well-being. They can list the commonly available substances and drugs that are legal and illegal, They can describe some of the effects and risks of these. The children can identify how taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that - Identifying influences and when an influence becomes a pressure. Developing skills of how to ask for help. Identify basic emergency procedures.</p>
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							<p>Understanding the term 'habit' and why habits can be hard to change</p>
<p>Living in the Wider World</p>	<p>Self-regulation (PSED ELG)</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>People, Culture and Communities (UTW ELGs)</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Money Matters Children can recognise what money looks like. They Understand the ways money can be used. Children can explain different ways that family and friends should care for one another. how they can contribute to the life of the classroom and school</p> <p>. 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>Bullying Matters Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>Difference and diversity Understanding that they belong to different groups- Identifying ways in which they are unique</p> <p>Being responsible. The children know how they can contribute to the life of the classroom and school. L2 -</p>	<p>Money Matters They can identifying how money is obtained. They understand how to keep money safe.</p> <p>Bullying Matters Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).</p> <p>Difference and Diversity They can identify and respect differences and similarities between people.</p> <p>Being responsible Construct and explore the importance of rules. Explore and understand that everyone has rights and responsibilities. Identify what improves and harms their environments</p>	<p>Money Matters Children can identify the role of voluntary and charity groups. They can explain the importance of money in people's lives and how money is obtained. Children can understand enterprise and begin to develop enterprise skills.</p> <p>Bullying matters Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can show how they care for the environment (e.g. animals and school grounds)</p> <p>Being responsible.</p> <p>. They can research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people 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>. explore what being part of a community means and how they belong</p>	<p>Money Matters The children can understand the concepts of interest, loan, debt and tax.</p> <p>Bullying Matters They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>Being responsible. They can research, discuss and debate topical issues. They can identify why rules are needed in different situations. They develop skills to carry out responsibilities. They can explore how to resolve differences and respect others' points of view.</p> <p>. They can research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people 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>. explore what being part of a community means and how they belong</p>	<p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p>Money Matters They understand how finance plays an important part in people's lives. – The children can identify developing enterprise skills. Critiquing how social media presents information.</p> <p>Being responsible Understand that there are human rights to protect everyone.. Explore rights and responsibilities at home, school, community and the environment. Explore others' points of view. Explore what being part of a community means and how they belong</p> <p>Bullying matters Children will be able to identify different types of bullying including child exploitation and cyber bullying. Children will understand the importance of not being a bystander. Children know how to report bullying and how to get help.</p>	<p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p> <p>Money Matters The children can identify how resources are allocated and the effects on individuals, communities and the environment. The children can identify developing enterprise skills. Critiquing how social media presents information. They understand there are some cultural practices against British law. Develop skills to carry out responsibilities.</p> <p>Being responsible Understand that there are human rights to protect everyone.. Explore rights and responsibilities at home, school, community and the environment. Explore others' points of view. Explore what being part of a community</p>



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							means and how they belong Bullying matters Children will be able to identify different types of bullying including child exploitation and cyber bullying. Children will understand the importance of not being a bystander. Children know how to report bullying and how to get help
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Assessment- The majority of children will be working at age related expectations. However, some children will be identified as working below and above these.

Number in the cohort:

Working below age related expectations	Working above age related expectations
Number working below:	Number working above:

Comments for the subject leader: