



Progression in PSHCE Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Relationships <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>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</p>	<p>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 .</p>	<p>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>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.</p>	<p>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.</p>	<p>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.</p>



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<p>Health and Wellbeing <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>Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old.</p> <ul style="list-style-type: none"> • what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health [L] [SEP] • what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy 	<p>Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</p> <ul style="list-style-type: none"> • about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings [L] [SEP] 	<p>Children can make choices about how to develop healthy lifestyles.</p> <ul style="list-style-type: none"> • what positively and negatively affects their physical, mental and emotional health [L] [SEP] • H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals [L] [SEP] 	<p>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.</p> <ul style="list-style-type: none"> • They understand when they should keep secrets and promises, and when they should tell somebody about them. to differentiate between the terms, 'risk', 'danger' and 'hazard' [L] [SEP] • H10. 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 [L] [SEP] 	<p>They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations.</p> <ul style="list-style-type: none"> • How their body will, and their emotions may, change as they approach and move through puberty [L] [SEP] 	<p>They can make judgements and decisions and 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 drugs that are legal and illegal, and can describe some of the effects and risks of these.</p> <ul style="list-style-type: none"> • about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that [L] [SEP]



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<p>Living in the Wider World. <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>Children can explain different ways that family and friends should care for one another.</p> <p>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. ^[SEP]</p>	<p>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). They can identify and respect differences and similarities between people.</p>	<p>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>to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people ^[SEP]</p> <p>L2. 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 ^[SEP]making and ^[SEP]changing rules ^[SEP]</p>	<p>They can describe the nature and consequences of bullying, and can express ways of responding to it. 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>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</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>

