

PSHE Skills Progression								
KS1 Themes	EYFS Skills	Year 1	Year 2	KS2 Themes	Year 3	Year 4	Year 5	Year 6
Me and My Relationships								
Feelings <ul style="list-style-type: none"> To understand that we all have feelings. To understand that we all have 'good' and 'not so good feelings.' To understand that we all have different feelings for different reasons in different situations. 	To name some different feelings.	To name a variety of different feelings and explain how these might make me behave.	To express their feelings in a safe and controlled way, most of the time.	Feelings	To name something that shows me someone is feeling worried just by their body language.	To give examples of how they can tell if someone is feeling worried just by their body language.	To give a range of emotional needs and explain why they are important.	To understand why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.
	To think of a way to deal with 'not so good' feelings.	To think of different ways of dealing with 'not so good' feelings.	To give a wide range of examples of how to deal with 'not so good feelings' and how to help others do this.					
Friendships <ul style="list-style-type: none"> To understand what a friend is. To identify a friend. To understand how to be a good friend. To understand why we need friends. 	To name someone who is their friend.	To say some things that make a good friend.	To give lots of ideas about what makes a good friend and suggest ways they can be a good friend to others.	Friendships	To give examples of how they are a good friend and give ideas of how they would make up with a friend if they fell out.	To give examples of ways they have tried to help others who have fallen out with each other to get back to being friends.	To give examples of how to be a good friend and explain why these qualities are important.	To give examples of qualities in action and the difference they make.
Rules and Cooperation <ul style="list-style-type: none"> To understand what a rule is. To understand why we need rules. To give examples of a rule they know. To demonstrate listening and negotiation skills. 	To say a classroom rule.	To share different classroom rules.	To suggest rules that will help and keep them happy and friendly. To explain what would help them keep the rules. To explain classroom rules that have been decided together.	Rules and Cooperation	To accept the views of others and understand that we don't always agree with each other.	To find ways of helping others to resolve arguments or disputes.	To explain what is meant by compromise and negotiation.	To give examples of negotiation and compromise.
Bullying and Getting Help	To know that they can ask for help.	To know when help is needed and who to go to for help.	To share ways they can get help if they are being bullied to be able to share what they can		To explain the difference between teasing and bullying.	To say what they could do if someone was upsetting them	To give an example of how to help someone else who is upset or being bullied.	To give a range of examples of how to help someone else who

<ul style="list-style-type: none"> To understand what the term 'bullying' means. To be able to communicate they need help. To understand and identify different types of bullying. 			do if someone teases them or if they are being left out.	Bullying and Getting Help		or if they were being bullied.		is upset or being bullied.
			To give a few examples of safe and unsafe secrets and identify safe people who can help if something feels wrong.		To give examples of how they can help someone who has helped them.		To identify when they need help and identify trusted adults in their life who can help them.	To recognise when others may need to get help and advise them to talk to a trusted adult.
Assertive Skills <ul style="list-style-type: none"> To show quality listening and body language. To show secure Oracy skills. 	To demonstrate they are listening during adult-led activities.	To give an example of good listening skills.	To give a few examples of good listening skills.	Assertive Skills	To give an example of how to say 'no' to someone without being aggressive.	To understand and explain what being 'assertive' means and give a few examples of being assertive.	To give examples of how they can be assertive and say when they might need to be assertive.	To explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.
Valuing Difference								
Recognising and Celebrating Diversity and Differences <ul style="list-style-type: none"> To understand that we are all different. 	To say how people are different.	To identify ways in which people are similar as well as different.	To give examples of differences that are something to be valued and celebrated.	Recognising and Celebrating Diversity and Differences	To give examples of different community groups and why they are good to have.	To give examples of how people are different, including religious or cultural differences.	To give examples of different faiths and cultures and positive things about having these differences.	To describe how religious and cultural differences can be a source of conflict and explain some reasons for this. E.g. fear, ignorance, misunderstanding etc.
Respect and Tolerance <ul style="list-style-type: none"> To understand when they need to walk away from a situation respectfully. To demonstrate secure listening skills. 	To say what is fair and unfair.	To say why things sometimes seem unfair, even if they are not.	To explain why listening skills help to understand a different view.	Respect and Tolerance	To give examples of how respect and tolerance has helped to make their classroom a happier, safer place.	To explain why it is important to challenge stereotypes that might be applied to themselves or others.		
Keeping Myself Safe								
Medicines, Drugs and Alcohol	To understand how medicines can help a person.	To say when medicines might be harmful, e.g. overdose, if not needed, another	To understand that medicine can be helpful and harmful and give examples of how they can be used safely.	Medicines, Drugs and Alcohol	To explain why things other than drugs can be helpful and harmful to a person's health, and what can influence a person to take risks.	To understand the risks smoking and alcohol have on the body. To give reasons why most people choose not to smoke,	To understand the percentage of people aged 11-15 years old that smoke in the UK (3%). To give reasons why some people	To explain why some people believe that younger people drink alcohol than they actually do – misperceive the norm.

		person's medicine, etc.				or drink too much alcohol.	think it's a lot more than this.	
Managing Risk				Managing Risk	To explain what they could do to make a situation less risky or not risky at all.	To give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities).	To work through examples of risky situations and explain the steps that a person might want to think about to reduce or remove the risk.	To give example of a risk they have experienced and how they managed to reduce or remove the risk.
Online				Online	To explain why it is important to keep their personal details safe online.	To understand that information they see online might not always be true.	To give some examples of how mobile phones can be positive or negative. To give examples of things that might influence a person to take risks online. To understand they have a choice of what they post online.	To explain some ways of making sure that they keep themselves safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.

Rights and Responsibilities

Money	To understand why we need money.	To give ways of how to look after money, for example keeping it in a safe place, saving pocket money for something you want.	To explain that we have choices and decisions on how to spend money.	Money	To explain how money is a limited resource.	To give examples of ways money can be spent and how they can relate to them.	To understand that local councils have to make decisions about how money is spent on things we need in the community. To give examples of some of the things they have to allocate money for.	To explain the advantages and disadvantages of different ways of saving money.
Responsibility	To demonstrate a responsibility of the toys and resources they are playing with.	To explain something they can do to look after themselves.	To give examples of how they look after themselves and their environment.	Responsibility	To give a variety of examples of something they have looked after and how this make them feel.	To explain that people have rights and responsibilities and give examples of these two different things.	To share examples of things they are responsible for to keep themselves healthy.	To understand what 'environmentally sustainable' living means and give an example of how we can

							To give examples of some of the rights and responsibilities they have as they grow older, at home and school. To give real examples of each that relate to them.	live in a more 'sustainable' way.
Media				Media <ul style="list-style-type: none"> To understand how to use a computer/laptop/phone. To have the skills to get online. To understand the purpose of the internet. To identify different social media apps. To understand why social media apps are used. 	To suggest ways of checking whether something is a fact or just an opinion.	To understand how the media can give messages that might influence how people think about things and why this might be a problem.	To understand how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.	To understand why some people only show certain aspects of themselves and how social media can affect how a person feels about themselves.
						To give examples of positive and negative influences, including things that could influence them when they make decisions.	To name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	
Being My Best								
Growth Mindset <ul style="list-style-type: none"> To understand that it is okay to get things wrong or to not always know the answer. To show grit and determination. To understand there is an opportunity from every situation. 	To have a 'yes I can' attitude to activities.	To name a few different ideas of what they can do when they find something difficult.	To explain how setting a goal or goals will help to achieve what they want to be able to do.	Growth Mindset	To give an example of a skill or talent they have developed and the goal-setting that they've done, or are planning to do, to improve it.	To share aspirations they have for when they are older and give examples of the goals they need to set in order to achieve these.	To give examples of when they have had increased independence and how that has also helped them to show responsibility.	To share how they can overcome challenges on the way to achieving their goals.
Healthy Choices	To name some healthy foods.	To talk about why certain foods are healthy and why it's important to eat at	To name different parts of their body that are inside of them that help to turn food into	Healthy Choices	To give examples of ways they can take responsibility for their health and share ways in	To give examples of different things they do already to keep themselves healthy.	To explain the benefits of looking after themselves both now and in the future.	To give an example of an emotional risk and a physical risk.

<ul style="list-style-type: none"> To understand why it is important to keep healthy. To understand different ways of keeping healthy. 		least five portions of vegetables/fruit a day.	energy. To understand what they need to get energy.		which they have done this.			
	To give an example of how to keep themselves healthy.	To give examples of how they can keep themselves healthy.						

Growing and Changing

Body Changes	To name some body parts which are inside their body and some which are outside.	To explain what some of their body parts can do.	To name body parts girls and boys have that are the same and which body parts are different.	Body Changes	To explain what happens to a woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.	To label parts of the body that only boys have and only girls have.	To talk about how some parts of the body change during puberty.	To describe some emotional changes associated with puberty and how people may feel when their bodies change.
Relationships	To name people who are important to them.	To identify an adult they can talk to at both home and school if they need help.	To give examples of how to give feedback to someone.	Relationships	To name some things that make a positive relationship and some things that make a negative relationship.	To explain why people get married.	To explain why some people choose to have a civil ceremony or live together instead of getting married.	To give an example of something that someone can do or say that can make a person feel good or not so good about themselves.

<ul style="list-style-type: none"> To understand that families are all different. 			<p>To give examples of touches that are ok or not and to identify a safe person to tell if they felt 'not ok' about something.</p>		<p>To identify when someone hasn't been invited into their personal space and understand how they can be assertive in asking the person to leave it if they feel uncomfortable.</p>			
<p>Independence</p> <ul style="list-style-type: none"> To understand what independence means. To have the confidence to have a go at things independently. 	<p>To identify things they can do now that they couldn't do when they were a baby.</p>	<p>To identify things they can do now that they couldn't do when they were a toddler.</p> <p>To identify things they are still learning to do.</p>	<p>To name people who look after them who help them grow.</p>	<p>Independence</p>	<p>To give examples of when they have used strategies to help themselves when they are not feeling settled.</p>	<p>To identify different situations where they experience change.</p>	<p>To list ways they can prepare for changes e.g. to get the facts, talk to someone etc.</p>	<p>To suggest ways to cope with strong emotions in response to change.</p> <p>To give examples of things they can do or say to themselves that can help them feel good about themselves.</p>
<p>Managing Difficult Feelings</p> <ul style="list-style-type: none"> To understand that we all have feelings. To understand that we all have 'good' and 'not so good feelings.' To understand that we all have different feelings for different reasons in different situations. To communicate when help and support is needed. 	<p>To share how they are feeling with a grown-up they feel safe with.</p>	<p>To give examples of how it feels when you lose something.</p>	<p>To give examples of how it feels when they have to say goodbye to someone or something.</p>	<p>Managing Difficult Feelings</p>	<p>To name some of the difficult feelings someone might have as they go through puberty.</p>	<p>To list some reasons why a teenager might have difficult feelings during puberty, e.g. conflict with parents.</p>	<p>To explain what resilience is and how it can be developed.</p>	<p>To identify how having resilience can help develop their confidence.</p> <p>To suggest ways to cope with strong emotions in a safe way.</p>