



· STAY SAFE · BE KIND ·

PSHE @ THS

Progression of Skills



PSHE @ THS PROGRESSION OF SKILLS

Ongoing Core Skills through PSHE

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>PSED ELG: Making relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>PSED ELG: Self-confidence and self-awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>PSED ELG: Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<ul style="list-style-type: none"> Recognise their feelings Explain their ideas as responses to an issue Find a partner and sit with them and work with them Develop skills of speaking and listening Negotiate with a partner Recognise their likes and dislikes Demonstrate compassion Demonstrate making simple choices Understand the concept of risk To know who to tell 	<ul style="list-style-type: none"> Recognise their feelings Explain their ideas, and responses to an issue Work with others Develop active listening skills and check for clarification Understand verbal and non-verbal communication Know that it is okay to make mistakes Demonstrate compassion and empathy To know that saying 'No' means No. Demonstrate making a simple choice To think and verbalise what is important to them when making a choice. Understand the concept of risk. Know who and how to tell. 	<ul style="list-style-type: none"> Recognise their own likes and dislikes, traits and individual preferences Demonstrate active listening skills Demonstrate compassion, empathy and tolerance Demonstrate they can work in a group or with others Understand that they have choices and points of choice Explore factors that explore choosing 	<ul style="list-style-type: none"> Recognise simple body language Understand verbal and non-verbal communication Become more assertive in themselves and ask for time to think things through Recognise the influences over choice and decisions – both internal and external Demonstrate that they know the process for decision making 	<ul style="list-style-type: none"> Recognise their own and other people's personality traits, individual preferences and characteristics Consider how they respond to challenging circumstances e.g conflict and violence Demonstrate respectful interactions with others Value themselves and others Demonstrate their knowledge of group dynamics Recognise the importance of skill and how different people bring this to tasks Demonstrate the use of the decision making process Recognise decision and choices they may have to make in the future Know ways of coping in difficult situations Recognise risk in different situations and make judgements about how to respond in order to keep safe Recognise peer influence. 	<ul style="list-style-type: none"> Recognise their own and other people's personality traits, individual preferences and characteristics Consider how they respond to challenging circumstances e.g conflict and violence Demonstrate respectful interactions with others Value themselves and others Demonstrate their knowledge of group dynamics Recognise the importance of skill and how different people bring this to tasks Demonstrate the use of the decision making process Recognise decisions and choices they may have to make in the future Know ways of coping in difficult situations Recognise risk in different situations and make judgments about how to respond in order to keep safe Recognise peer influence.

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Core Theme 1: Health and Wellbeing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>PSED ELG: Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Physical Development: ELG: Health and selfcare: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>PSED ELG: Self-confidence and self-awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will</p>	<ul style="list-style-type: none"> • Know some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) • Know about making healthy choices • Recognise what they are good at • Know about different kinds of feelings • Know simple strategies to manage feelings with support • Know about how it feels when there is change or loss • Know about basic personal hygiene routines • Grow and change and becoming more independent • Use the correct names for the main parts of the body of boys and girls • Know household products, including medicines, can be 	<ul style="list-style-type: none"> • Know about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) • Make healthy choices • Recognise what they are good at and set simple goals • Know about different kinds of feelings • Know simple strategies to manage feelings • Know about how it feels when there is change or loss • Know about basic personal hygiene routines and why these are important • Know about growing, changing and becoming more independent • Know and use the correct names for the main parts of the body of boys and girl 	<ul style="list-style-type: none"> • Know about what makes a 'balanced lifestyle' • Know about making choices in relation to health • Know about what makes up a balanced diet • Know about opportunities they have to make their own choices about food • Know about what influences their choices about food • Know that images in the media do not necessarily reflect reality • Know about a wider range of feelings some good and some not so good • Know people can experience different feelings at the same time • Describing their feelings to others • Know about the kinds of change that 	<ul style="list-style-type: none"> • Understand about what makes a 'balanced lifestyle' • Understand about making choices in relation to health • Understand about what makes up a balanced diet • Know about opportunities they have to make their own choices about food • Know about what influences their choices about food • To know about a wider range of feeling both good and bad • Understand that people can experience conflicting feelings at the same time. • The can describe feelings to others • Manage risks in familiar situations and keeping safe • Understand about the importance of 	<ul style="list-style-type: none"> • Understand that images in the media can distort reality • Know media can affect how people feel about themselves • To describe the range and intensity of their feelings to others • Manage complex or conflicting emotions • Know how the spread of infection can be prevented • Know about the skills needed in an emergency • Know about habits (in relation to drug, alcohol and tobacco education) • Know about strategies for managing personal safety - local environment • Know about strategies for managing personal safety – online 	<ul style="list-style-type: none"> • Know that images in the media can distort reality • Know media can affect how people feel about themselves • Cope with change and transition - how this relates to bereavement and the process of grieving • Know how the spread of infection can be prevented • Understand about different influences on behaviour, including peer pressure and media influence • Know how to resist unhelpful pressure and ask for help • Know about habits (in relation to drug, alcohol and tobacco education) • Understand about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)

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<p>choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>harmful if not used correctly</p> <ul style="list-style-type: none"> • Know rules for keeping safe • Ask for help if they are worried about something. 	<ul style="list-style-type: none"> • Know that household products, including medicines, can be harmful if not used correctly • Know rules for keeping safe (in familiar and unfamiliar situations) • Ask for help if they are worried about something • Know about privacy 	<p>happen in life and the feelings associated with this</p> <ul style="list-style-type: none"> • Know about feeling negative pressure and how to manage this • Know about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) 	<p>school rules for health and safety</p> <p>Know about how to get help in an emergency</p> <ul style="list-style-type: none"> • Know about keeping safe in the local environment • about keeping safe online • Know about people who help them stay healthy and safe 	<ul style="list-style-type: none"> • Know what to consider before sharing pictures of themselves and others online 	
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Core Theme 2: Relationships

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Children can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell). • Children recognise what is fair/unfair, kind/unkind, right/wrong. The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprise. • Children understand what kind of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond to unsafe touch (including who to tell and how to tell). That people's bodies and feelings can be hurt. 	<ul style="list-style-type: none"> • 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 with friends or classmates). They can identify and respect differences and similarities between people. 	<ul style="list-style-type: none"> • Share their opinions on things that matter to them with one other person/class. To offer constructive support/feedback to others. • Children communicate their feelings to others, to recognise how others show feelings and how to respond. 	<ul style="list-style-type: none"> • Children can respond appropriately to a wider range of feelings in others. 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. • Children to judge what kind of physical contact is acceptable or unacceptable and to be aware of different types of use, how to respond and get help. • The concept of 'keeping something confidential or secret' when we should or shouldn't agree to this/ when it is right to 'break a confidence' or 'share a secret'. 	<ul style="list-style-type: none"> • 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). • They can recognise and discuss the importance of relationships to marriage, parenthood and family life 	<ul style="list-style-type: none"> • Children can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves. • Children will identify differences between male and female. Identify how people change and grow and what makes us special. They will explore and discuss different types of relationships. 	<ul style="list-style-type: none"> • Pupils can recognise difference and diversity (for example in culture, lifestyles, or relationships), and can demonstrate understanding and empathy towards others who live their lives in different ways. They can assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc). • Children will be able to identify the emotional and physical changes that take place during puberty. • They will be able to identify positive relationships and how babies are made. • Children will be able to explain how a baby develops in the womb during pregnancy and how they are born. • They will be able to understand and explain the physical and emotional changes that take place as girls and boys go through puberty. And be able to discuss images and pressures on young adults.

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Core Theme 3: Living in the Wider World

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Children can demonstrate how to contribute to the life of the classroom. Children can construct and agree to follow group and class rules and understand how these help them. • They understand people and other living things have needs and that they have responsibilities to meet them (taking turns, share return things that have been borrowed). 	<ul style="list-style-type: none"> • Children understand they belong to various groups and communities (family, school, faith). • They can recognize what improves and harms their local, natural and built environments and some of the ways people look after them. 	<ul style="list-style-type: none"> • Children can demonstrate that money comes from different sources and can be used for different purposes (spending, saving). • They understand the role money plays in their lives (how to manage, keep it safe, spending choices and what influences these choices). • Children understand there are a wide range of jobs and challenge gender stereotypes about careers. 	<ul style="list-style-type: none"> • Children understand what being part of a community means, and about local and national intuitions that support communities. • Recognise the role of voluntary, community and pressure groups, particularly health and well-being (Childline, Age UK). • Children can research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. 	<ul style="list-style-type: none"> • Children understand different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. • Resolve differences by looking at alternatives, seeing and respecting others' point of view, making decisions and explaining choices. • They can demonstrate why and how rules/laws protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. • Children can realise the consequences of anti-social behaviour and aggressive behaviours (bullying discrimination on individuals/communities). 	<ul style="list-style-type: none"> • Children can demonstrate the role money plays in their/other's lives (how to manage and be a critical consumer). Develop an understanding of the concepts of interest, loan, debt and tax (VAT). • Resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. • Children will appreciate the need for personal safety issues when using the Internet. They will be aware of internet dangers and what children can do to keep themselves and others safe. 	<ul style="list-style-type: none"> • Children understand possible routes to different careers and be able to set goals towards these aspirations. They understand 'enterprise' and skills that make someone enterprising. Children can explore and critique how the media present information.