



PSHE – Progression of Knowledge and Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b> <b>Me and my relationships</b>	<p>I can recognise and be sensitive to the differences of others.</p> <p>I can name people who help me and describe ways to help others.</p> <p>I can talk about feelings and what can cause them.</p> <p>I can tell you which trusted adults I can ask for help.</p> <p>I can help a friend if they are sad or worried.</p>	<p>I can name different feelings and identify how they might make me behave.</p> <p>I can suggest ways of dealing with 'not so good' feelings and how to help others.</p> <p>I can recognise when I need help and I know who to ask.</p> <p>I can listen to others and wait my turn to speak.</p> <p>I can tell you which trusted adults at home and school keep me safe.</p>	<p>I can name different feelings and I understand we have different ways to express our feelings.</p> <p>I can express my feelings in a safe and controlled way.</p> <p>I can suggest some ways that I can get help when I need it.</p> <p>I can tell someone how they are making me feel.</p> <p>I can give a range of ideas about how to be a good friend and what makes a good friend.</p>	<p>I can communicate my feelings and use this to begin to manage my emotions.</p> <p>I can collaborate with a team to achieve a goal.</p> <p>I can accept I may not always agree with others.</p> <p>I can listen and share my opinions respectfully.</p> <p>I can say why friends may fall out and how they can make up.</p> <p>I know how to look after my friends and stay friends.</p>	<p>I can talk about how feelings change and can be different for others.</p> <p>I can read different emotions by a <b>person's</b> body language.</p> <p>I can say 'no' in a calm and controlled way.</p> <p>I can name some qualities or strategies that help teamwork.</p> <p>I am aware of others and their needs when working together.</p> <p>I can say what to do and who to speak to if I am, or a friend is being hurt or bullied by another person.</p> <p>I can recognise the qualities of a healthy relationship.</p>	<p>I can be assertive to keep myself happy, healthy and safe.</p> <p>I can manage my emotional needs and any risks to them.</p> <p>I can respond to emotions according to the situation and person.</p> <p>I can use strategies to resolve arguments or disagreements.</p> <p>I can reflect on my behaviour, attitudes and qualities.</p> <p>I am aware of the warning signs that a relationship could be unhealthy or unsafe.</p>	<p>I can work through challenges I have with my friends with respect, assertiveness and understanding.</p> <p>I can give examples of negotiation and compromise. I can use these skills in practical situations.</p> <p>I recognise that some types of physical contact can produce negative feelings and I can suggest ways of getting help if someone experiences inappropriate touch.</p> <p>I can use assertive behaviours to keep myself safe from peer influence or pressure.</p> <p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p>

<p style="text-align: center;">Autumn 2 Valuing difference</p>	<p>I can celebrate our differences.</p> <p>I can talk about my family life.</p> <p>I can listen and be polite to what others tell me about their lives.</p> <p>I can be kind, caring and helpful to others.</p> <p>I can show good listening</p>	<p>I can say ways in which people are similar as well as different.</p> <p>I can say why things sometimes seem unfair, even if they are not to me.</p> <p>I can talk about what being unkind, teasing and bullying is.</p> <p>I can say ways to show kindness towards others.</p>	<p>I can be respectful of those who are different to me.</p> <p>I can describe how someone can change someone's feelings.</p> <p>I can tell you why it is important to show good listening to people who think differently to me.</p> <p>I can name and suggest strategies to someone who feels left out.</p> <p>I can be kind and use kind words to my friends.</p>	<p>I can give examples of different types of family. I respect these differences.</p> <p>I can give examples of different community groups and say what is good about having different groups.</p> <p>I can use respectful language and communication skills when discussing with others.</p> <p>I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p>I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together.</p> <p>I can suggest ways to deal with unkindness, bullying and prejudice.</p>	<p>I can say how differences sometimes cause conflict but can also be something to celebrate.</p> <p>I can begin to manage conflict by using negotiation and compromise.</p> <p>I can suggest strategies for dealing with someone who is behaving unkindly or aggressively.</p> <p>I can demonstrate ways of showing respect to others' differences.</p> <p>I can explain why it is important to challenge stereotypes that might be applied to me or others.</p>	<p>I can give examples of different faiths and cultures and positive things about having these differences.</p> <p>I can explain the importance of mutual respect for different faiths and beliefs and how we can demonstrate this.</p> <p>I can empathise with people who have been, and currently are, subjected to injustice, including through racism.</p> <p>I can explain how people sometimes aim to create an impression of themselves by what they post online that is not real and the reasons that might make them do this.</p> <p>I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)</p> <p>I can reflect on how individual/group actions can have a positive or negative impact on others.</p>	<p>I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in different situations.</p> <p>I can show respect to others by using verbal and non-verbal communication.</p> <p>I can reflect on and give reasons for why some people show prejudiced behaviour.</p> <p>I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.</p> <p>I can recognise how the media can reinforce gender stereotypes and begin to challenge this.</p>
<p style="text-align: center;">Spring 1 Keeping safe</p>	<p>I can tell you what my body needs to stay healthy.</p> <p>I can make safe decisions around medicines and things I am unsure of.</p> <p>I can name some things that can be dangerous inside and outside.</p> <p>I can tell you what is safe to play online and who to talk to if I feel worried.</p> <p>I can name the adults who keep me safe and when I might need their help.</p>	<p>I can talk about the things my body needs to stay well (exercise, sleep, healthy foods).</p> <p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe.</p> <p>I am familiar with the PANTS rule. I know I can say 'no' to unwanted touch and ask for help from a trusted adult.</p> <p>I can say when medicines can be helpful or might be harmful.</p> <p>I can tell you how to stay safe around medicine.</p>	<p>I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.</p> <p>I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.</p> <p>I can say what I do and don't like and I know who to ask for help.</p> <p>I can give some examples of safe and unsafe secrets and I can think of safe people who</p>	<p>I can say what I could do to make a situation less risky or not risky at all.</p> <p>I can demonstrate strategies for dealing with a risky situation.</p> <p>I can identify some key risks from and the effects of cigarettes and alcohol.</p> <p>I can give examples of strategies for safe browsing online.</p> <p>I can identify personal information and when it is not appropriate or safe to share</p>	<p>I can demonstrate strategies for dealing with a risky situation.</p> <p>I can give examples of people or things that might influence me to take risks and make decisions.</p> <p>I can give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>I can explain what might happen if people take unsafe or inappropriate risks.</p>	<p>I can suggest what someone should do when faced with a risky situation.</p> <p>I can protect my personal information online.</p> <p>I can recognise disrespectful behaviour online and know what to do to get help.</p> <p>I can identify the risks in a specific situation (including emotional risks).</p> <p>I can discuss social norms relating to cigarettes and what may influence a person's decision to not smoke.</p>	<p>I can use safe, respectful and responsible behaviours and strategies when using social media.</p> <p>I can give examples of how to safely share images online.</p> <p>I can explain how social norms around alcohol can influence a persons decision whether to drink alcohol or not.</p> <p>I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.</p>

			<p>can help if something feels wrong.</p> <p>I can give examples of touches that are ok or not ok (even if <b>they haven't happened to me</b>) and I can identify a safe person to tell if I felt 'not OK' about something.</p>	<p>this information. I know how I can get help when an unsafe situation online occurs.</p>	<p>I can identify images that are safe or unsafe to share online.</p>		<p>I can begin to make decisions independently and responsibly.</p>
<p>Spring 2 Rights and Respect</p>	<p>I can help my family.</p> <p>I can help to clean and tidy my home and classroom.</p> <p>I can tell you some ways to look after our world.</p> <p>I can be kind to friends and others.</p> <p>I can talk about looking after money.</p>	<p>I can name ways to look after my home and school.</p> <p>I can look after a special person or thing.</p> <p>I can tell you some things that money is spent on.</p>	<p>I can make choices that help me play and work well with others.</p> <p>I can use some strategies when I feel upset or angry.</p> <p>I can ask for help from a trusted adult.</p> <p>I can name some ways I can look after my environment.</p> <p>I can make choices with money.</p>	<p>I can identify people who help me in different ways.</p> <p>I can spot 'facts' and 'opinions' to help me share ideas.</p> <p>I can make a plan and I can choose a method.</p> <p>I can identify different times and reasons to spend money .</p> <p>I can give examples of how people earn money.</p>	<p>I can name some responsibilities and rights that I have.</p> <p>I can share ideas and make decisions that effect others.</p> <p>I can give my own opinion based on facts, opinions and other influences.</p> <p>I can give examples of how I can support others as a bystander.</p> <p>I can explain how others have a financial responsibility to their families and community.</p> <p>I can give examples of choices and decisions with money that will affect me.</p>	<p>I can develop ideas and opinions based on a current issue. I can present these with a group.</p> <p>I can identify how the responsibilities of others impact me and my community.</p> <p>I can give examples of barriers that can stop others following their responsibilities.</p> <p>I can give examples of some of the rights and responsibilities I have, as I grow older, at home, my community and the environment. I can give real examples of each that relate to me.</p> <p>I can suggest ways to spend and save money responsibly.</p> <p>I can explain some things about finance and money. I can name a person who deals with money in my community.</p>	<p>I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.</p> <p>I can discuss the reasons why people post online and the positive and negative effects relating to social media.</p> <p>I can talk about how money is earned, the differences in incomes and how taxpayers support public services.</p> <p>I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.</p> <p>I can suggest ways that I can help my environment.</p> <p>I can give examples of why we need a democratic society and how laws keep us safe.</p>
<p>Summer 1 Being my best</p>	<p>I can keep trying if the way I choose does not work at first.</p> <p>I can have a go at something new.</p> <p>I can talk about the different types of feelings we have.</p> <p>I can make my own healthy food choices.</p>	<p>I can be persistent when learning a new skill.</p> <p>I can name a few different ideas of what I can do if I find something difficult.</p> <p>I can explain why praise helps me to keep trying.</p> <p>I can choose a healthy meal with different food groups.</p>	<p>I can explain what happens when I learn something new.</p> <p>I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> <p>I can explain how hand washing stops viruses and germs from spreading.</p>	<p>I can set goals and make a plan to develop a new skill.</p> <p>I can explain how hands hygiene can prevent germs and infections spreading.</p> <p>I can choose foods that make a balanced meal.</p> <p>I can describe how food, water and air get into the body and blood.</p>	<p>I can say how being unique makes everyone special, different and valuable.</p> <p>I can give examples of the ways people can look after their physical and mental wellbeing.</p> <p>I can give examples of choices I make and the choices others make for me.</p>	<p>I can think of ways to improve a skill and the strategies that will help me do this.</p> <p>I can give examples of how I am independent and manage my own success.</p> <p>I can explain how one organ functions and how it contributes to the health of my body.</p>	<p>I can set goals so that I can achieve an aspiration.</p> <p>I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>I can identify risk factors in a given situation.</p> <p>I can assess the level of risk and explain how a risk can be reduced.</p>

	I can make healthy sleep and exercise choices.		<p>I can give examples of what I can do and give to my body to stay healthy.</p> <p>I can name different parts of my body that are inside me and help to turn food into energy.</p>		<p>I can plan a healthy, balanced meal.</p> <p>I can give different examples of some of the things that I do already to help look after my environment.</p>	<p>I can explain how choices relating to smoking and drinking can effect a persons health.</p> <p>I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>	I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.
<p>Summer 2</p> <p>Growing and changing</p>	<p>I can describe the life cycle of an animal.</p> <p>I can describe how a baby grows to an adult and what they might need to grow.</p> <p>I can tell you some things about how babies are made.</p> <p>I can tell you the scientific names for my body parts.</p> <p>I can tell you the PANTS rule.</p>	<p>I can tell you some things that babies need.</p> <p>I can tell you what I can do now that I could not do as a toddler and some things that I am still learning to do.</p> <p>I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.</p> <p>I can name the body parts girls and boys have that are the same and which body parts are different using scientific names.</p> <p>I can tell you the PANTS rule.</p> <p>I can name the adults I can talk to at home and school if I need help.</p>	<p>I can give support to a friend.</p> <p>I can describe feelings of loss and suggest what someone can do if a friend moves away.</p> <p>I can describe the stages of growth I have been through and what I look forward to in the future.</p> <p>I can name the human private parts using the scientific names that are used to make a baby.</p> <p>I can talk about keeping private parts private.</p>	<p>I can explain what body space is and how it feels when someone is too close to me.</p> <p>I can tell you some of the different relationships I have.</p> <p>I can tell you what qualities a healthy positive relationship has.</p> <p>I can describe how a girls and boys body will change when it reaches puberty.</p> <p>I can tell you what happens to a mammals body when the sperm does not meet the egg.</p>	<p>I can describe how change can make a person feel (both negative and positive).</p> <p>I can explain why young people can have mixed feelings when they go through puberty.</p> <p>I can explain why puberty happens.</p> <p>I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.</p> <p>I can explain why some people choose to get married, have a civil ceremony or live together.</p>	<p>I can begin to manage challenging emotions by building my resilience.</p> <p>I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.</p> <p>I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.</p> <p>I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.</p> <p>I can give examples of feelings and emotions people have at times of change.</p>	<p>I can name some of the feelings and emotions people have during change.</p> <p>I can give examples of how someone could cope with or get support during puberty.</p> <p>I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.</p> <p>I can explain how to stay safe when sharing images and information online.</p> <p>I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.</p>