**Lillington Nursery and Primary School**

**PSHE Progression of Skills**

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| Health and Wellbeing | | | | | |
|  | Healthy Lifestyles | Mental Health | Ourselves, Growing and Changing | Keeping Safe | Drugs, Alcohol and Tobacco |
| EYFS | Manage their own basic hygiene and personal needs, including dressing,  going to the toilet and understanding the importance of healthy food choices. | Show an understanding of their own feelings and those of others, and begin to  regulate their behaviour accordingly. |  | Explain the reasons for rules, know right from wrong and try to behave  accordingly. |  |
| Year 1 | How to keep safe in the sun.  About the people who help us to stay physically healthy.  About how physical activity helps us to stay healthy.  About why sleep is important.  About different ways to learn and play.  About foods that support good health.  About dental care and visiting the dentist.  Simple hygiene routines that can stop germs from spreading.  That medicines can help people stay healthy.  About what keeping healthy means. | How to recognise and name different feelings.  How feelings can affect people’s bodies and how they behave.  To recognise when they need help with feelings.  To recognise that not everyone feels the same at the same time.  How to recognise what others might be feeling.  A range of words to describe feelings.  Different things they can do to manage big feelings.  About change and loss. | Recognise what makes them special.  Recognise the ways in which we are all unique.  To identify what they are good at, what they like and dislike. | About rules and age restrictions.  To recognise risk in simple everyday situations.  About the people whose job it is to keep us safe.  How to keep safe at home.  That household products can be harmful.  Ways to keep safe in familiar and unfamiliar environments.  About what to do if there is an accident and someone is hurt.  How to get help in an emergency. | About things that people can put into their body. |
| Year 2 |  |  | To identify what they are good at, what they like and dislike. |  |  |
| Year 3 | About choices that support a healthy lifestyle.  How to recognise that habits can have both positive and negative effects.  About the benefits of the internet. | That mental health is part of daily life.  About strategies and behaviours that support mental health.  A varied vocabulary to use when talking about feelings.  To recognise that anyone can experience mental ill health.  About everyday things that affect feelings.  To recognise that feelings can change overtime.  About change and loss, including death.  Problem-solving strategies for dealing with emotions.  Strategies to respond to feelings.  To recognise warning signs about mental health. | Strategies to manage transitions between classes and key stages.  To identify personal strengths, skills, and achievements.  About how to manage setbacks.  To recognise they individuality and personal qualities. | About the importance of keeping personal information private.  Reasons for following and complying with regulations. |  |
| Year 4 |  | About everyday things that affect feelings.  To recognise that feelings can change over time.  A varied vocabulary to use when talking about feelings.  About change and loss, including death.  Strategies to respond to feelings.  Problem-solving strategies for dealing with emotions. | About personal identity.  That for some people gender identity does not correspond with their biological sex.  To recognise their individuality and personal qualities.  To identify personal strengths, skills, and achievements.  About how to manage setbacks.  About the new opportunities and responsibilities that increasing independence may bring. | Reasons for following and complying with regulations.  How to predict, assess and manage risk in different situation.  About hazards that may cause harm.  Strategies for keeping safe in the local environment.  About the importance of taking medicines correctly.  About what is meant by first aid.  How to respond and react in an emergency. | About the risks and effects of legal drugs common to everyday life.  To recognise that there are laws surrounding the use of legal drugs.  About why people choose to use or not use drugs.  About the mixed messages in the media about drugs.  About the organisations that can support people. |
| Year 5 | About the benefits of the internet. | About change and loss, including death. |  | Reasons for following and complying with regulations.  About the importance of keeping personal information private. |  |
| Year 6 | About the elements of a balanced, healthy lifestyle.  About choices that support a healthy lifestyle.  How to recognise that habits can have both positive and negative effects.  That bacteria and viruses can affect health. | That mental health is part of daily life.  About strategies and behaviours that support mental health.  About everyday things that affect feelings.  A varied vocabulary to use when talking about feelings.  Strategies to respond to feelings.  To recognise warning signs about mental health.  To recognise that anyone can experience mental ill health.  Problem-solving strategies for dealing with emotions.  About change and loss, including death.  To recognise that feelings can change over time. | About how to manage setbacks.  To identify personal strengths, skills, and achievements.  To identify the external genitalia and internal reproductive organs.  About the physical and emotional changes that happen when approaching and during puberty.  About how hygiene routines change during the time of puberty.  About where to get more information about puberty.  About personal identity.  To recognise their individuality and personal qualities.  About the processes of reproduction and birth. |  |  |

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| Relationships | | | | | |
|  | Families and Close Positive Relationships | Friendships | Managing Hurtful Behaviour and Bullying | Safe Relationships | Respecting Self and Others |
| EYFS | Form positive attachments to adults and friendships with peers. | Work and play cooperatively and take turns with others.  Show sensitivity to their own and to others’ needs. | Explain the reasons for rules, know right from wrong and try to behave  accordingly. |  | Be confident to try new activities and show independence, resilience and  perseverance in the face of challenge. |
| Year 1 |  |  |  | Basic techniques for resisting pressure to do something.  That sometimes people may behave differently online.  How to respond safely to adults they don’t know.  To recognise that some things are private.  About how to respond if physical contact makes them feel uncomfortable.  About the importance of not keeping adults’ secrets.  What to do if they feel unsafe or worried for themselves or others.  About knowing there are situations when they should ask for permission. | How to talk about and share their opinions. |
| Year 2 | About the roles of different people.  To identify the people who love and care for them. | About how to recognise when they or someone else feels lonely and what to do.  How to ask for help if a friendship is making them feel unhappy. | That bodies and feelings can be hurt by words and actions.  About how people may feel if they experience hurtful behaviour or bullying.  That hurtful behaviour is not acceptable. |  | To recognise the ways in which they are the same and different to others.  About how to treat themselves and others with respect.  How to listen to other people.  About what is kind and unkind behaviour. |
| Year 3 |  | The importance of seeking support if feeling lonely or excluded.  To recognise what it means to ‘know someone online’.  Strategies for recognising and managing peer influence. | About the impact of bullying.  Strategies to respond to hurtful behaviour.  About discrimination. | About why someone may behave differently online.  How to respond safely and appropriately to adults they may encounter.  About privacy and personal boundaries.  How to recognise pressure from others. |  |
| Year 4 | How to recognise if family relationships are making them feel unhappy or unsafe. | The importance of seeking support if feeling lonely or excluded.  Strategies for recognising and managing peer influence.  To recognise if a friendship is making them feel unsafe or uncomfortable. |  | How to recognise pressure from others.  Where to get advice and report concerns.  How to respond safely and appropriately to adults they may encounter. | To recognise the importance of self-respect.  That personal behaviour can affect other people. |
| Year 5 |  | What constitutes a positive healthy friendship.  That friendships have ups and downs.  About the importance of friendships.  The importance of seeking support if feeling lonely or excluded.  That healthy friendships make people feel included. | About the impact of bullying.  Strategies to respond to hurtful behaviour.  About discrimination. | About privacy and personal boundaries.  About why someone may behave differently online.  How to respond safely and appropriately to adults they may encounter.  How to recognise pressure from others. | That personal behaviour can affect other people.  About respecting the similarities and differences between people.  Recognise the importance of self-respect.  To listen and respond respectfully to a wide range of people.  How to discuss and debate topical issues. |
| Year 6 | That a feature of positive family life is caring relationships.  To recognise that there are different types of relationships.  That people may be attracted to someone emotionally, romantically and sexually.  About marriage and civil partnership.  That forcing anyone to marry against their will is a crime.  That people who love and care for each other can be in a committed relationship.  To recognise and respect that there are different types of family structure. | The importance of seeking support if feeling lonely or excluded.  Strategies for recognising and managing peer influence.  What constitutes a positive healthy friendship.  That friendships have ups and downs. |  | How to recognise pressure from others.  Where to get advice and report concerns.  Recognise different types of physical contact. | That personal behaviour can affect other people.  To recognise the importance of self-respect. |

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| Living in the Wider World | | | | | |
|  | Shared Responsibilities | Communities | Media Literacy and Digital Resilience | Economic Wellbeing: Money | Economic Wellbeing: Aspirations, Work and Career |
| EYFS |  | Know some similarities and differences between different religious and cultural communities. |  |  | Talk about the lives of the people around them and their roles in society. |
| Year 1 |  |  |  |  |  |
| Year 2 |  | Learn about the different groups they belong to. |  |  | That everyone has different strengths. |
| Year 3 |  | About stereotypes, how they can negatively influence behaviours and attitudes towards others. | Recognise ways in which the internet and social media can be used both positively and negatively.  How to assess the reliability of sources of information.  About how information on the internet is ranked, selected, and targeted.  About how text and images in the media and on social media can be manipulated or invented.  About some of the different ways information and data is shared and used online.  Recognise things appropriate to share and things that should not be shared on social media. |  | To recognise positive things about themselves.  That there is a broad range of different jobs/careers.  About what might influence people’s decisions about a job or career.  That some jobs are paid more than others.  About some of the skills that will help them in their future careers.  About stereotypes in the workplace.  To recognise a variety of routes into careers. |
| Year 4 | The importance of having compassion towards others. |  | Recognise ways in which the internet and social media can be used both positively and negatively.  About how text and images in the media and on social media can be manipulated or invented. |  |  |
| Year 5 | The importance of having compassion towards others.  The recognise the reasons for rules and laws.  Ways of carrying out shared responsibilities for protecting the environment. |  | Recognise ways in which the internet and social media can be used both positively and negatively.  How to assess the reliability of sources of information online.  About some of the different ways information and data is shared and used online.  About how information on the internet is ranked, selected, and targeted at specific individuals.  Recognise things appropriate to share and what should not be shared on social media.  About how text and images in the media and on media can be manipulated or invented. |  | About some of the skills that will help them in their future careers. |
| Year 6 |  | About stereotypes, how they can negatively influence behaviours and attitudes towards others. | Recognise ways in which the internet and social media can be used both positively and negatively.  About how text and images in the media and on social media can be manipulated or invented. |  |  |