**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 toregulate their behaviour accordingly. |  | Explain the reasons for rules, know right from wrong and try to behaveaccordingly. |  |
| Year 1Think PositiveIt’s my body Year 2 Safety First Growing up | H1. What keeping healthy means; different ways to keep healthyH2. Foods that support good health and the risks of eating too much sugar.H3. How physical activity helps us to stay healthy; and ways to be physically active everydayH4. About why sleep is important and different ways to rest and relax. H5. Simple hygiene routines that can stop germs from spreadingH6. That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthyH7. About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental healthH8. How to keep safe in the sun and protect skin from sun damageH9, About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TVH10. About the people who help us to stay physically healthy | H11. About different feelings that humans can experienceH12. How to recognise and name different feelings.H13. How feelings can affect people’s bodies and how they behaveH14. how to recognise what others might be feelingH15. to recognise that not everyone feels the same at the same time, or feels the same about the same thingsH16. about ways of sharing feelings; a range of words to describe feelingsH17. About things that help people feel good.H18. Different things they can do to manage big feelings, to help calm themselves down and /or change their mood when they don’t feel good H19. To recognise when they need help with feelings and to ask for help with feelingsH20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better | H21. To recognise what makes them special H22. To recognise the ways we are all unique H23. To identify what they are good at, what they like and dislikeH24. How to manage when finding things difficult H25. To name the main parts of the body, including the external genitalia H26. About growing and changing from young to old and that people’s needs changeH27. About preparing for a new class/year | H28. About rules and age restrictions that keep us safeH29. To recognise risk in simple everyday situationsH30. How to keep safe at home and fire safetyH31. That household products can be harmfulH32. Ways to keep safe in familiar and unfamiliar environmentsH33. About the people whose job it is to keep us safeH34. Basic rules to keep safe online, what is meant by personal information and what should be kept privateH35. About what to do if there is an accident and someone is hurtH36. How to get help in an emergency | H37. About things that people can put into their body |
| Year 3 Think Positive It’s my body Year 4Safety First Growing Up | H1. how to make informed decisions about healthH2. about the elements of a balanced, healthy lifestyleH3. about choices that support a healthy lifestyle, and recognise what might influence theseH4. how to recognise that habits can have both positive and negative effects on a healthy lifestyleH5. about what good physical health means; how to recognise early signs of physical illnessH6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyleH8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learnH9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain itH10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managedH11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancerH13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time onlineH14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health | H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental healthH16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeingH17. to recognise that feelings can change over time and range in intensityH18. about everyday things that affect feelings and the importance of expressing feelingsH19. a varied vocabulary to use when talking about feelings; about how to express feelings in different waysH20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situationsH21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and othersH22. To recognise that anyone can experience mental health, that most difficulties can be resolved with help and support; andthat it is important to discuss feelings with a trusted adultH23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavementH24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools | H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sexH26. that for some people gender identity does not correspond with their biological sexH27. to recognise their individuality and personal qualitiesH28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worthH29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinkingH36. strategies to manage transitions between classes and key stagesH30. to identify the external genitalia and internal reproductive organs in males and females and how the process of pubertyrelates to human reproductionH31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygieneH33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for1H34. about where to get more information, help and advice about growing and changing, especially about puberty H35. about the new opportunities and responsibilities that increasing independence may bring | H36. Strategies to manage transitions between classes and key stages H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gamingH38. how to predict, assess and manage risk in different situationsH39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risksand keep safeH40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and aboutH42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contactH43. about what is meant by first aid; basic techniques for dealing with common injuries2H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services;know how to contact them and what to say | H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to breakH47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to othersH48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vapingH50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns |
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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 behaveaccordingly. |  | Be confident to try new activities and show independence, resilience andperseverance in the face of challenge. |
| Year 1Team Be Yourself Year 2VIPs Digital Wellbeing | R1. About the roles of different people.R2. To identify the people who love and care for them.R3. about different types of families including those that may be different to their ownR4. to identify common features of family lifeR5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried | R6. about how people make friends and what makes a good friendship p R7. about how to recognise when they or someone else feels lonely and what to doR8. simple strategies to resolve arguments between friends positivelyR9. how to ask for help if a friendship is making them feel unhappy | R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things onlineR11. about how people may feel if they experience hurtful behaviour or bullyingR12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult | R13. To recognise that some things are private and the importance of respecting privacy R14. that sometimes people may behave differently online, including by pretending to be someone they are notR15. how to respond safely to adults they don’t knowR16. about how to respond if physical contact makes them feel uncomfortable or unsafeR17. About knowing there are situations when they should ask for permission.R18. About the importance of not keeping adults’ secrets.R19. Basic techniques for resisting pressure to do something.R20. What to do if they feel unsafe or worried for themselves or others. | R21. about what is kind and unkind behaviour, and how this can affect othersR22. about how to treat themselves and others with respect; how to be polite and courteousR23. To recognise ways in which they are the same and different to othersR24. How to listen to other people and play and work cooperatively R25. How to talk about and share their opinions |
| Year 3TeamBe Yourself Year 4VIPsDigital Wellbeing | R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one anotherR8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficultyR9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice | R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeingR11. what constitutes a positive healthy friendshipthat the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-faceR13. the importance of seeking support if feeling lonely or excludedR14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include themR15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on othersR16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely | R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviourR20. strategies to respond to hurtful behaviour experienced or witnessed, offline and onlinehow to report concerns and get support R21. about discrimination: what it means and how to challenge it | R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)R23. about why someone may behave differently online, including pretending to be someone they are not; strategies forrecognising risks, harmful content and contact; how to report concernsR24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not knowR25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contactR26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this shouldor should not be agreed to, and when it is right to break a confidence or share a secret R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing thisR29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) | R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships |
|   |  | R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary |  |  |  |
| Year 5TeamBe Yourself Year 6VIPsDigital Wellbeing | R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apartR6. that a feature of positive family life is caring relationships; about the different ways in which people care for one anothe R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stabilityR8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficultyR9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice | R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing11. what constitutes a positive healthy friendship that the same principles apply to online friendships as to face-to-face relationshipsR13. the importance of seeking support if feeling lonely or excludedR14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for howto include themR15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on othersR17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary | R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviourR20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling,bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it | R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concernsR24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not knowR26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secretR28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing thisR29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) | R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationshipsR32. about respecting the differences and similarities between people and recognising what they have in common with othersR33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their ownR34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with |

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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 1Diverse Britain Aiming Year 2One World Money Matter High  | L1. about what rules are, why they are needed, and why different rules are needed for different situationsL2. how people and other living things have different needs; about the responsibilities of caring for themL3. about things they can do to help look after their environment | L4. about the different groups they belong toL5. about the different roles and responsibilities people have in their communityL6. to recognise the ways they are the same as, and different to, other people | L7. about how the internet and digital devices can be used safely to find things out and to communicate with othersL8. about the role of the internet in everyday lifeL9. that not all information seen online is true | L10. what money is; forms that money comes in; that money comes from different sourcesL11. that people make different choices about how to save and spend moneyL12. about the difference between needs and wants; that sometimes peoplemay not always be able to have the things they wantL13 That money has to be looked after  | L14. that everyone has different strengthsL15. that jobs help people to earn money to pay for thingsL16. different jobs that people they know or people who work in the community doL17. about some of the strengths and interests someone might need to do different jobs |
| Year 3Diverse BritainAiming HighYear 4One World Money Matters | L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws 1L2. to recognise there are human rights, that are there to protect everyone 1L3. about the relationship between rights and responsibilities 1L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and 1 living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) | L6. about the different groups that make up their community; what living in a community meansL7. to value the different contributions that people and groups make to the communityL8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communitiesL9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypesL10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced | L11. To recognise ways in which the internet and social media can be used positively and negativelyL12. How to assess the reliability of sources of information online, and how to make safe, reliable choices form search results L13. About some of the different ways information and data is shared and used online L14. About how information on the internet is ranked, selected and targeted at specific groups and individuals L15. To recognise things appropriate to share and things that should not be shared on social media L16. About how text and images in the media can be manipulated or invented  | L17. about the different ways to pay for things and the choices people have about thisL18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions;what makes something ‘good value for money’L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)L20. to recognise that people make spending decisions based on priorities, needs and wantsL21. different ways to keep track of moneyL22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safeL23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirationsL24. to identify the ways that money can impact on people’s feelings and emotions | L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomesL26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their lifeL27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by themL28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaidL30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are olderL32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) |
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