

# PSHE: Progression of Skills



| EYFS                  | Relationships  | Health and Wellbeing  | Living Safe  |
|-----------------------|--|---|--|
| <p><b>Nursery</b></p> | <p>Enjoy pictures and stories about themselves and their families. (People and Communities 16-26 m)</p> <p>Has a sense of own immediate family. ( People and Communities 22-36m)</p> <p>Know some of the things that make them unique and can talk about some of the similarities and differences in relation to family and friends. ( People and communities 30-50 m)</p> | <p>Communicate their need for the potty or the toilet. (Health and Self Care 22-36m)</p> <p>Can tell adults they are hungry or tired (Health and Well Being 30-50 m)</p> <p>Observe the effects of activity on their body (Health and Well Being 30-50 m)</p> <p>Can manage washing and drying their own hands (Health and Well Being 30-50m)</p> | <p>Understand that tools and equipment have to be used safely (Health and Well Being 30-50m )</p> <p>Practice some safety measures without direct supervision ( Health and Well Being 40-60m )</p> <p>Understand that not everything on line is safe.</p> <p>Identify some ways to stay safe online.</p> <p>Identify people we can trust that can help us to stay safe online.</p> |

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| <p><b>Reception</b></p> | <p>Begin to describe why families are important for children growing up.</p> <p>Be able to explain how families in school and the wider world may look different.</p> <p>Begin to explain how families that are different to theirs should be treated.</p> <p>Give some reasons why relationships within families are important for their own growth and development.</p> | <p>As part of <b>Growing</b> and <b>Sport</b>.</p> <p>See Science and PE Progression grids.</p> | <p>To be able to explain why our body belongs to us.</p> <p>Describe the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Demonstrate how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Describe what sort of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>To be able to describe the concept of privacy in simple terms.</p> <p>To be able to identify some of the implications of privacy for both children and adults.</p> <p>Explain how privacy does not mean keeping secrets if they relate to being or feeling unsafe.</p> |

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| KS1                  | Relationships  | Health and Wellbeing   | Living Safe   |
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| <p><b>Year 1</b></p> | <p>Be able to describe the characteristics of a healthy family life.</p> <p>Be able to describe what a marriage is and what it should represent to those involved.</p> <p>Confidently explain the important characteristics of friendships.</p> <p>Demonstrate how people choose and make friendships.</p> <p>Explain what each person should gain from an effective friendship.</p> | <p>Describe why Mental wellbeing is a normal part of daily life, with comparisons to physical health.</p> <p>Identify the normal range and scale of emotions that all humans experience in examples from different experiences and situations.</p> <p>Show how to recognise and talk about their emotions with effective and relevant vocabulary.</p> <p>Demonstrate they know how to judge whether feelings and behaviours are appropriate and proportionate.</p> | <p>Confidently explain how each persons body belongs to them and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Show how to respond safely and appropriately to adults they may encounter (in all contexts) whom they do not know.</p> <p>Describe how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Explain where to seek advice and help.</p> |
| <p><b>Year 2</b></p> | <p>Demonstrate they can recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Be able to show how important friendships are to our wellbeing.</p> <p>Explain how to maintain friendships and manage conflict.</p>   | <p>Describe simple self-care techniques they have learnt that will benefit their physical and mental health and wellbeing.</p> <p>Explain how to recognise isolation and loneliness and what to do about it.</p> <p>Begin to demonstrate the impact of routines, including exercise, for their physical and mental health and wellbeing.</p> <p>Confidently suggest the impact of bullying on mental wellbeing.</p>  | <p>Confidently describe how to recognise and report feelings of being unsafe or feeling bad about any adult with effective and relevant vocabulary.</p> <p>Explain how to recognise who to trust and who not to trust.</p> <p>Describe how to recognise when a friendship is making them feel unhappy or uncomfortable.</p>   |

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| LKS2 | <p>Begin to explain the importance of respecting others who are different from ourselves because of choices, preferences or beliefs.</p> <p>Describe the conventions of courtesy and manners.</p> <p>Be able to describe practical steps to support respectful relationships.</p> <p>Demonstrate an understanding of the importance of self respect and the impact on wellbeing.</p> <p>Explain the principles of respect, in school, wider society and online, including to and from those in authority and even when we are anonymous.</p> <p>Present their understanding of Stereotypes and their impact.</p> <p>Show understanding of types of bullying, its impact, the responsibility of bystanders and how to seek help.</p> <p>Be able to explain the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> | <p>To be able to identify the characteristics and impact of a poor diet and an inactive, unhealthy lifestyle.</p> <p>To be able to explain how calorie content impacts on our bodies.</p> <p>Show how and when to seek support if they are worried about their physical and mental health; explain the impact of doing this early.</p> <p>Mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Confidently explain the normal range and scale of emotions that all humans experience and link this knowledge to dealing with different experiences and situations.</p> <p>Show how to recognise and talk about their emotions and the feelings of others, with effective and relevant vocabulary.</p> <p>Confidently demonstrate the importance of building regular exercise into routines and the impact of this on an individuals physical and mental health.</p> | <p>Identify the benefits of rationing time spent online and the risks of excessive time spent on electronic devices.</p> <p>Describe the impact of positive and negative content on an individuals mental and physical wellbeing.</p> <p>Show understanding of the reasons for age restrictions on some online gaming, social media and computer games.</p> <p>Demonstrate how to be a discerning consumer of online information and the rules and principles for keeping safe online.</p> <p>Demonstrate how to be alert to the presence if abuse online, the impact it has and where and how to report concerns and get support.</p> <p>Explain the reasons why people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>Describe how data is shared and used online.</p> <p>Describe how to critically consider their online friendships, including risks associated with people they have never met.</p> |

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| <b>UKS2</b> | <p>Confidently explain the importance of respecting others who are different from ourselves because of choices, preferences or beliefs.</p> <p>Demonstrate the conventions of courtesy and manners.</p> <p>Maintain principles of respect, in school, wider society and online, including to and from those in authority and even when we are anonymous.</p> <p>Confidently challenge the presence of Stereotypes in the school and wider community.</p> <p>Confidently take action against types of bullying and seek help appropriately.</p> <p>Give examples of when permission-seeking and giving is expected and essential.</p> | <p>To be able to explain in detail the risks associated with unhealthy eating and an inactive lifestyle.</p> <p>To be able to suggest how dietary choice is impacted by an individuals circumstances.</p> <p>Demonstrate understanding of nutritional content through planning and preparation of healthy meals.</p> <p>Confidently recall the key facts about puberty and the physical and emotional changes of an adolescent body (ages 9 years through to 11 years).</p> <p>To be able to describe how to support menstrual wellbeing and identify key facts about the menstrual cycle.</p> | <p>Show how to recognise and be alert to the early signs of physical illness.</p> <p>Describe and demonstrate how to maintain safe exposure to the sun and how to reduce risk of sun damage.</p> <p>Explain the importance and maintenance of Sleep and Oral hygiene, including how these impacts on other aspects of their lives.</p> <p>Show effective knowledge of maintaining personal hygiene and the daily management of bacteria and viruses.</p> <p>Identify and describe factual and scientific information relating to vaccines, immunisations and allergies.</p> <p>Identify and describe facts about legal and illegal harmful substances including the associated risks.</p> <p>Show confidence with the concepts of basic first-aid, including how to make a clear and efficient call to the emergency services.</p> |