



Willow Bank Primary School Skills Progression

Subject area: PSHE

Key Skills

Understanding of emotional/ physical and mental wellbeing

Understanding of Social and cultural relationships

Understanding of responsible citizenship



Skill	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1.Developing a healthy, safer lifestyle	<p>Children can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body.</p> <p>They can explain that people grow from young to old. Children can talk about good and not so good feelings, creating a vocabulary to describe their feelings to others and simple strategies for managing these.</p> <p>They can talk about change and loss and the associated</p>	<p>Children can explain about people who look after them, who to go to if they are worried and ways to help these people look after them.</p> <p>Children can talk about growing and changing and new opportunities and responsibilities that increasing independence brings.</p> <p>They can think about themselves, learn from their experiences, recognising and celebrating their strengths and set simple but challenging goals.</p>	<p>Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).</p> <p>Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).</p>	<p>Children know school rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p>Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise).</p> <p>They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions).</p> <p>They can make judgements and decisions and can list some ways of resisting</p>	<p>They can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs.</p> <p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p> <p>Children can understand the term 'habit' and why these can be hard to change and differentiate between the terms 'risk, danger and hazard'.</p> <p>They can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an</p>	<p>Children recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>Children can discuss strategies for keeping physically and emotionally safe (road safety, social media, mobile phones).</p> <p>They can talk about the importance of protecting personal information (passwords/images).</p> <p>They can recognise their increasing independence brings increased responsibility to keep themselves and others safe. They understand that bacteria and viruses can affect health and that following simple</p>	<p>Pupils can explain how their body will change as they approach and move into puberty.</p> <p>They can talk about human reproduction including conception (and that this can be prevented).</p> <p>They can identify positive ways to face new challenges (for example the transition to secondary school).</p> <p>They can recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce).</p>

	feelings (moving house, losing toys).		Children recognise they share a responsibility for keeping themselves and others safe. They can explain ways diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.	negative peer pressure around issues affecting their health and well-being. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).	option to delay, showing resilience).	routines can reduce the spread. Recognise when and how to ask for help (incl. outside organisations).	They recognise that they may experience conflicting emotions when they might need to listen to their emotions to overcome them. They can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth. They demonstrate respect for differences between people.
Skill	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2.Developing good relationships and respecting the differences between people	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 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 and working with friends or classmates). They can identify and respect differences and similarities between people.	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.	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.	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.	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.	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.

	<p>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).</p> <p>That people's bodies and feelings can be hurt.</p>			<p>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'.</p>			<p>They will be able to identify positive relationships and how babies are made.</p> <p>Chn will be able to explain how a baby develops in the womb during pregnancy and how they are born.</p> <p>They will be able to understand and explain the physical and emotional changes that take place as girls and boys go through puberty.</p> <p>And be able to discuss images and pressures on young adults.</p>
Skill	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>3. Living in the wider world and being a responsible person.</p>	<p>Children can demonstrate how to contribute to the life of the classroom.</p> <p>Children can construct and agree to follow group and class rules and understand how these help them.</p> <p>They understand people and other living things have needs and that they have responsibilities to meet them (taking turns, share return</p>	<p>Children understand they belong to various groups and communities (family, school, faith).</p> <p>They can recognize what improves and harms their local, natural and built environments and some of the ways people look after them.</p>	<p>Children can demonstrate that money comes from different sources and can be used for different purposes (spending, saving).</p> <p>They understand the role money plays in their lives (how to manage, keep it safe, spending choices and what influences these choices).</p> <p>Children understand there are a wide range of jobs and challenge gender stereotypes about careers.</p>	<p>Children understand what being part of a community means, and about local and national intuitions that support communities.</p> <p>Recognise the role of voluntary, community and pressure groups, particularly health and well-being (Childline, Age UK).</p> <p>Children can research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their</p>	<p>Children understand different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>Resolve differences by looking at alternatives, seeing and respecting others' point of view, making decisions and explaining choices.</p> <p>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</p>	<p>Children can demonstrate the role money plays in their/other's lives (how to manage and be a critical consumer).</p> <p>Develop an understanding of the concepts of interest, loan, debt and tax (VAT).</p> <p>Resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Chn will appreciate the need for personal safety</p>	<p>Children understand possible routes to different careers and be able to set goals towards these aspirations.</p> <p>They understand 'enterprise' and skills that make someone enterprising.</p> <p>Children can explore and critique how the media present information.</p>

	things that have been borrowed.			recommendations to appropriate people.	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).	issues when using the Internet. They will be aware of internet dangers and what children can do to keep themselves and others safe.	
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