

PSHE and RSE progression of skills



Theme	Reception	Year 1	Year 2	Year 3	Year 4
<u>Living in the wider world 1</u> Rights and responsibilities	Learn how to contribute to the life of the classroom To help construct, and agree to follow, group and class rules and to understand how these rules help them For pupils to understand that people and other living things have needs and that they have responsibilities to meet them including good manners For pupils to learn that they belong to various groups and communities such as family and school			For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules To know that children have rights and they have the ability to say 'no' to something that could harm their health or wellbeing To recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices To explore and critique how the media present information	

<u>Relationships</u> - Feelings and emotions - Families and Healthy relationships - Valuing difference	-To identify a range of emotions. -To explore different types of families -To identify special people in our lives and explain why these people are special. -To identify the qualities of a good friend -To describe how to make friends and play with others. -To recognise our achievements and achievements of others. -To explain how we are similar and different -To identify and respond to bullying	-To identify and explain a range of positive and negative emotions. -To explore different types of families and recognise what makes them special (including love, care, security and stability) -To identify the qualities of a good friend. -To explain why good friends are important and explore how to make new friends -To explain what a compliment is and why it is important -To recognise our achievements and achievements of other. (self-respect)	-To recognise and talk about their own emotions increasing their vocabulary. -To understand that other families sometimes look different to their family but that they should respect those differences -To identify the qualities of a good friend and how we choose and make friends (friendships) -To explain what conflict is and ways of resolving conflict. -To explain what to do if conflict escalates. -To understand what pride is and identify what makes us proud. -To explain why it is important to make us feel proud and be proud of others. (courtesy)	-To explore different types of families and how to recognise if family relationships are making them feel unhappy or unsafe who to go to for help and support -To discuss the characteristics of healthy family life-including love, care, security and stability -To identify the qualities of a good friendship-including being happy and secure, <i>see National curriculum</i> -To identify what makes a respectful relationship. -To identify positive thoughts and how positive thoughts can affect us.	-To understand that stable, caring relationships, which may be of different types, are at the heart of happy families and are important to protection, security and care for children and other family members. -To identify the qualities of a good friendship. -including being happy and secure <i>see National curriculum</i> -To explain what to do if conflict escalates. -To understand rights in a friendship and to explain why it is important to know these rights. -To understand responsibilities in a friendship and explain why it is important to know these responsibilities.
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		-To identify different types of bullying and explain what to do if they are being/witness bullying	-To identify different types of bullying and explain what to do if they are being/witness bullying	-To explore the concept of self-respect and identify how this can help us. -To explain the difference between unkindness and bullying	-To begin to judge whether what they are feeling and how they are behaving is appropriate and proportionate. -To understand the role of the bully, bystander and victim in a bullying scenario.
<u>Health and wellbeing 1</u> • Keeping safe • Growing and changing	<u>INTERNET SAFETY</u> - Begin to understand how to stay safe online. - Where to report concerns and get support. -To identify how things can change -To begin to prepare for change -To explain why change is good.	<u>INTERNET SAFETY-</u> - Benefits of the internet. Understand that people sometimes behave differently online. - Identify what things count as personal information. - Identify when inappropriate content is accessed and what to do. - Where to report concerns and get support. -To explain how we have changed since we were born and that people grow from young to old.	<u>INTERNET SAFETY-</u> - Make decisions about whether or not statements found on the internet are true or not. - Identify when inappropriate content is accessed and what to do. - Consider other people's feelings on the internet. - Where to report concerns and get support. -To identify difference between males and females -To explore some of the differences between male and	<u>INTERNET SAFETY</u> - Benefits of the internet and importance of rationing time spent online and the risks of excessive time. - Understand the consequences of sending/posting. - Where to report concerns and get support. -To explore gender stereotypes.	<u>INTERNET SAFETY</u> - To consider the effect of their online actions on others including ensuring respectful online behaviour. - Recognise online behaviours that would be unfair - Understand the need for age restrictions. Where to report concerns and get support. -To explore the differences between males and females and to name the body parts. -To understand each person's body belongs

	-Explain who to tell if you are worried or scared and to keep trying until they are heard.	-Name the main parts of the body -To identify places and people who make me feel safe. (stranger danger) - To explain why these places and people make us feel safe. - To identify who to talk to if you are worried or scared about something. -To explain the difference between good and bad secrets. -To explain how you can keep yourself safe at home.	females and to understand how this is part of the lifecycle. -To focus on difference and naming body parts -To explain how to keep ourselves safe- PANTS Rule -To understand that they have the right to say 'no' to unwanted touch -To identify who to talk to if you are worried or scared about something. -To explain how to keep safe around fire. -To explain the risks associated with fire.	-To identify who to talk to if you are worried or scared about something and to keep trying until they are heard. -To understand concepts of basic first aid.	to them and to know that a person has the right to say what they like and dislike. -To identify who to talk to if you are worried or scared about something and to keep trying until they are heard . -To understand how to make a clear and efficient call to emergency services. -To explain how to keep safe around water -To identify the risks associated with water -To understand how stereotypes can label people -To explain how to break gender stereotypes.
<u>Health and wellbeing 2</u> • Healthy lifestyle	-To understand how we can keep ourselves clean. -To explain how to use medicine safely.	-To explain how to keep ourselves clean. -To explain how to use medicine safely	-To explain why it is important to keep ourselves clean.	-To understand the importance of personal hygiene.	-To understand how bacteria and viruses spread and are treated.

Keeping our bodies healthy;	-To understand the importance of food. -To understand the difference between healthy and unhealthy food.	-To understand the difference between healthy and unhealthy food. -To understand the importance of variety on a diet. -To understand and explain how to keep teeth healthy.	-To identify healthy and unhealthy foods. -To explain what a healthy snack is. -To name the 5 food groups. -To understand the importance of eating fruit and veg. -To identify the risks associated with smoking -To understand what is an active lifestyle and the risks associates with an inactive lifestyle.	-To explain what food groups make up meals. -To explain what a drug is. - To categorise drugs. -To understand the effects of caffeine. -To understand the benefits of an active lifestyle both mentally and physically.	-To explain how food gives us energy. -To explain why nutrients are important -To understand how food choices can contribute to tooth decay. -To explain the risks and dangers associated with smoking. -To explain the effects of passive smoking. -To explain the risks associated with alcohol. - To understand the importance of building a regular exercise into daily and weekly routines.
<u>Living in the wider world 2</u> Taking care of the environment		-To explain what voting is and why it is important. -To learn that money comes from different	-To explain what parliament is and why it is important. -To learn that money comes from different	-To explain democracy and explain why democracy is important -To learn about the role money plays in their	-To understand how democracy works in the UK. -To develop an initial understanding of the

• Money matters	-To explain what charity is and explain why people donate to charities.	sources and can be used for different purposes, including the concepts of spending and saving. -To learn about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices. -To understand what charity is and explain why people donate to charity. To fundraise money for a charity. -To learn what improves and harms pupils' local, natural and built environments and about some of the ways people look after them.	sources and can be used for different purposes, including the concepts of spending and saving. -To learn about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices. -To understand what charity is and explain why people donate to charity. -To fundraise money for a charity. -To explain the difference between wants and needs. -To learn what improves and harms pupils' local, natural and built environments and about some of the ways people look after them.	own and others' lives, including how to manage their money and about being a critical consumer. -To understand what charity is and explain why people donate to charity. To fundraise money for a charity. -To explain the difference between wants and needs. -To explore life in different countries. -To explain how their life is different to the lives of children in other countries. -To research, discuss and debate topical issues, problems and	concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) -To explain how to save and the benefits of saving -To learn about enterprise and the skills that make someone 'enterprising' -To understand what charity is and explain why people donate to charity. - To fundraise money for a charity. - To understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. -To recognise the role of voluntary, community and pressure groups,
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				events concerning the environment and offer their recommendations to appropriate people. -To learn what being part of a community means, and about the varied institutions that support communities locally and nationally.	especially in relation to health and wellbeing. -To explore life in different countries. -To explore the water crisis around the world.
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