



Progression of Skills

Subject: PSHE

PROGRESSION OF SKILLS - area/context	Year 3	Year 4	Year 5	Year 6
<p>Core Theme 1 Health and Wellbeing</p> <p>This core theme focuses on:</p> <ol style="list-style-type: none"> 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing 	<p>H1. what positively and negatively affects their physical, mental and emotional health H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and</p>	<p>H1. what positively and negatively affects their physical, mental and emotional health H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>	<p>H1. what positively and negatively affects their physical, mental and emotional health H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>	<p>H1. what positively and negatively affects their physical, mental and emotional health H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience H11. to recognise how their increasing independence brings</p>



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	<p>intensity of their feelings to others.</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them</p>	<p>H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>	<p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p>	<p>increased responsibility to keep themselves and others safe</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H15. school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19. about human reproduction</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>H22. strategies for keeping safe online; the importance of</p>
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	<p>uncomfortable or anxious or that they think is wrong H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p>	<p>H18. how their body will, and their emotions may, change as they approach and move through puberty H19. about human reproduction H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p>		<p>protecting personal information, including passwords, addresses and the distribution of images of themselves and others H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p>
<p>Core Theme 2 Relationships This core theme focuses on: 1. how to develop and maintain a variety of healthy relationships,</p>	<p>R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p>	<p>R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p>	<p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R7. that their actions affect themselves and others</p>	<p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R3. to recognise ways in which a relationship can be unhealthy</p>



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<p>within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships</p>	<p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' R11. to work collaboratively towards shared goals R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic,</p>	<p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment R7. that their actions affect themselves and others R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic,</p>	<p>R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view R11. to work collaboratively towards shared goals R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves R16. to recognise and challenge stereotypes</p>	<p>and whom to talk to if they need support R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves R7. that their actions affect themselves and others R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves R13. that differences and similarities between people arise</p>
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	<p>racial and religious diversity, age, sex, gender identity, sexual orientation, and disability R15. to recognise and manage 'dares' R16. to recognise and challenge stereotypes</p>	<p>racial and religious diversity, age, sex, gender identity, sexual orientation, and disability R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) R15. to recognise and manage 'dares' R16. to recognise and challenge stereotypes R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>		<p>from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) R15. to recognise and manage 'dares' R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>
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<p>Core Theme 3 Living in the Wider World (Economic Wellbeing and Being a Responsible Citizen)</p> <p>This core theme focuses on:</p> <ol style="list-style-type: none"> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect diversity and equality and how to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. the part that money plays in people's lives 8. a basic understanding of enterprise 	<p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs</p>	<p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>L11. to appreciate the range of national, regional, religious and</p>	<p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>
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	<p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>L17. to explore and critique how the media present information</p>		<p>ethnic identities in the United Kingdom</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs</p> <p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>L17. to explore and critique how the media present information</p> <p>L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>	<p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>
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What are the key/essential knowledge and skills across year group?

Health and Wellbeing

To know how to keep my body healthy and choose healthy habits.

To know how to take medicine safely and keep safe around drugs.

Relationships

To talk about changes and how they might make me feel.

To know how and why we need to work as a team and what my responsibilities in a team may be.

To identify my feelings and develop different ways to cope with uncomfortable feelings.

To take responsibility for what I choose to do and make amends if my actions have been hurtful.

To explore messages given by the media and whether they are helpful or harmful.

Living in the Wider World

To describe what being British means to me and what it is like to live in Britain.

To understand the British values of democracy, the rule of law and liberty.

To explore the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

Health and Wellbeing

To know that a positive mental attitude is good for my mental health and have developed some techniques for positive thinking.

To know ways of dealing with feelings that arise from changes.

Relationships

To know why we need friendships and how we can maintain positive friendships and make important people in my life happy.

To know what bullying is and how to tackle it. I know that it is wrong to bully someone because they are different.

To know what stereotyping is and how to support someone who is being discriminated.

Living in the wider world

To know what human rights are, understand why they are important and how stereotypes can prevent human rights.

To recognize how peoples' lives around the world are different and how individuals and organisations can make it fairer.

To explain what climate change is and how it affects people's lives.

Health and Wellbeing

To know that I have control over my body and what happens to it.

To know the importance of sleep and diet to make healthy choices for my body.

To know the harmful effects of drugs.

Relationships

To know what attributes and skills are needed to make a good team including collaboration, compromise and reflection.

To understand different feelings that we experience and how to manage them.

Living in the Wider World

To understand how and why rules and laws are needed and how they protect us.

To understand what being part of a community means and that there are a range of different types of communities within the UK.

To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax'.

Health and Wellbeing

To recognise thoughts feelings and emotions and how to make good choices and strategies to develop a growth mindset.

To recognise physical and emotional changes during puberty.

To know how to stay safe when using technology and going online.

Relationships

To understand that people have different opinions which should be respected.

To recognise healthy and unhealthy relationships and ways to recognise and avoid negative influences.

To develop strategies manage emotions and resolve disputes.

Living in the wider world

To explain why the Universal Declaration of Human Rights is important, how rights have changed and how individuals and groups can try to protect the rights of all people.

To recognise the impact of climate change and what we can do as global citizens to prevent making it worse.



Hampton Junior School

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