



Learning and Challenge Rooted in Faith
P.S.H.E Skills Progression

Our Curriculum is building on the skills learned in our Early Years

- Children can talk about their own needs, wants and interests.
 - Children are able to share opinions to group/class and talk about what resources they need for certain activities.
 - Children are able to work and learn with peers, they should be able to follow rules – adapting their choices to different situations.
 - Children know and understand some ways to manage their feelings and how different behaviours have different consequences
 - Children should be able to hold conversations with familiar and unfamiliar adults.
 - Children should be able to form positive relationships with children and adults.
 - Children can resolve minor disagreements and listen to others to reach a mutual agreement.
- Children know about the importance of a healthy diet and physical exercise

EYFS					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>E- Safety</u> What is the internet?		<u>E-Safety</u> Always ask an adult before you use. Ask an adult if anything pops up.		<u>E-Safety</u> Being kind to others online.	
<u>Relationships</u> Getting to know each other. I am Me. Head, Shoulders, Knees and Toes. Likes/needs		<u>Relationships</u> You've got a friend in me. Good feelings, bad feelings, reactions.		<u>Relationships</u> Safe inside and out My body, my rules Feeling poorly and people who help us. Growing up.	
<u>Health</u> Handwashing Yoga	<u>Health</u> How my body moves in different ways.	<u>Health</u> Yoga Daily Fitness	<u>Health</u> Good health for keeping safe.	<u>Health</u> My emotions Healthy eating	<u>Health</u> Positive thinking



Learning and Challenge Rooted in Faith
P.S.H.E Skills Progression

Scissor safety Road safety Daily fitness	Yoga Daily fitness	Healthy teeth	Yoga Daily fitness.	Importance of water Yoga Daily fitness	Identifying fruit and vegetables Sun safety Yoga Daily fitness
<u>Living in the Wider World</u> School Rules Black History awareness	<u>Living in the Wider World</u> Differences are good Anti-bullying week Library visit	<u>Living in the Wider World</u> Being aware of our feelings and the feelings of others. School council	<u>Living in the Wider World</u> Taking turns Library visit	<u>Living in the Wider World</u> Life cycles Different environments	<u>Living in the Wider World</u> Sportsmanship
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing (Physical)	Health and Wellbeing (Physical)	Health and Wellbeing (Physical)	Health and Wellbeing (Physical)	Health and Wellbeing (Physical)	Health and Wellbeing (Physical)
I can explain why it is important to keep clean. I understand some basic hygiene routines. I understand some areas in which I can look after myself e.g. dressing and undressing. I understand the need for keeping my teeth clean I understand the need for rest and sleep. I can say what things might be harmful at home I can say what things can be harmful if not used properly.	I can feel the effect of exercise on my body. I can explain why physical activity is healthy. I can say what physical activity I enjoy. I can explain what choices I make that are healthy. I can explain the different kind of food that I should eat. I can explain how some foods can harm my body. I can make healthy choices in my food. I can describe how to look after particular parts	I can explain that bacteria and viruses can affect health. I understand that some illnesses are passed on to others whereas other kinds are not. I can explain terms like risk danger and hazard. I can assess risks in different situations. I am able to decide how to manage them responsibly, including a sensible road to use. I can explain why our school has rules to keep	I can explain more risks in our locality. I can talk about how to manage those risks. I understand how to call for emergency aid. I can undertake basic first aid procedures. I am confident to undertake them. I can say what is meant by the term habit. I can explain why habits can be hard to change.	I know the definition of drugs and can describe some of the things that drugs do. I understand some of the effects and dangers of alcohol. I understand that caffeine is a legal drug that has to be managed sensibly. I know the dangers of smoking and have skills to help me resist the temptation to smoke	I have further knowledge and understanding of the effects that food and physical activity can have on health. I have further knowledge and understanding of the ways I can keep myself safe in the locality. I have further knowledge and understanding of ways, I can help others to keep themselves safe and healthy.



Learning and Challenge Rooted in Faith
P.S.H.E Skills Progression

I can say where in school I feel safe. I can identify where in the locality I feel safe and why e.g. canal river pond railway road.	of the body. I can explain why it is important to keep clean I can describe and carry out basic hygiene. I know what to take responsibility for and when to ask for help. I can explain what things adults can do that a baby can't.	us safe and healthy. I know that some hazards I should point out to an adult. I know who to ask for help at home in school and out in the locality.		I know dangers of cannabis and I understand that it is an illegal drug.	I have strategies to resist the pressures from others to act in unsafe or unhealthy ways.
Health and Wellbeing (RSE)	Health and Wellbeing (RSE)	Health and Wellbeing (RSE)	Health and Wellbeing (RSE)	Health and Wellbeing (RSE)	Health and Wellbeing (RSE)
I can describe good and not so good feelings and ways. I can manage them to make me feel better. I understand how to keep myself clean. I understand why personal hygiene is important. I can identify similarities and differences between myself and the opposite gender. I know about growing and changing and that babies grow into children and then into adults.	I can describe some of the similarities and differences between boys and girls. I understand that some people have fixed ideas about what boys and girls can do. I can describe some differences between a male and female animal. I understand that making new life needs a male and a female. I understand it is important to look after my body because it helps me to have a healthy lifestyle.	I can tell the difference between a male and female babies and children. I can talk about ways of dealing with unwanted touch. I can identify the similarities and differences between different types of families. I understand that it is important to respect the differences between families. I can identify my special people [family, friends, carers and what makes them special. I know how my family should care for one another and who	I can describe the human life cycle. I can describe some of the changes that happen as we grow up. I can explain how puberty fits into the human life cycle. I can identify which parts of the body changes during puberty. I can describe some of the physical differences between the children and teenagers. I understand that going through puberty can affect	I know when puberty is likely to happen. I can explain the main emotional and physical changes that happened during puberty. I know when puberty happens. I can explain what happens during menstruation and give advice on how to manage them when they happen. I know that young people can experience puberty differently and at different times. I can describe some of the different emotions young people can have at	I can label male and female reproductive body parts. I can't explain how and why the body changes during puberty in preparation for reproduction. I understand what makes positive, healthy relationships. I can't discuss different types of adult relationships with confidence. I know what forms of touching are appropriate and inappropriate.



Learning and Challenge Rooted in Faith
P.S.H.E Skills Progression

I can describe my family and understand why everyone's family is special. I can identify which people look after me, who to go to if I am worried and how I can help them to look after me.	I understand that everyone's body is different and that we celebrate difference.	we can go for help and support.	our bodies and our feelings. I understand that children change into adults so that they are able to reproduce and puberty is a part of this process. I recognise that becoming more independent can also mean having more responsibility for looking after myself.	puberty and how they might manage them. I know how to stay clean during puberty. I know how to get help and support during puberty.	I know some of the basic facts about pregnancy. I know when it is appropriate to share personal information in a relationship. I know where and how to get support if an online relationship goes wrong.
Relationships (Social)	Relationships (Social)	Relationships (Social)	Relationships (Social)	Relationships (Social)	Relationships (Social)
I can describe who a friend is and what a friend does. I can demonstrate some skills needed to make and maintain friendships. I can describe and begin to value individuality and to recognise and celebrate my emotions, gifts and talents. I can recognise the similarities and differences between myself and my peers. I can share my opinions with everyone in the class, at one time. I can say when I think something is fair or unfair,	I have strategies that I can use to resolve a simple arguments or disagreements through negotiation. I know and value of the different groups to which I belong. I can identify some of the many differences between children in our class. I can identify when I am unhappy / uncomfortable. I know how to report experiences that I was not comfortable or happy with at school and at home.	I can recognise a wide range of feelings in others. I can respond appropriately to a wide range of feelings in others. I know how to make and keep friends. I have thought about when it is better to stop being friends with someone. I know what to do if I am a witness to a bullying. I can listen to other children and respond appropriately whether I agree or disagree with that viewpoint.	I have explored different types of relationships. I understand the difference between secrets and surprises. Stereotypes: reflecting on what we think about differences. How language plays a part in this. I know how to protect myself against cyber bullying.	I know the differences between confidential and secret. I am confident to praise and support and to raise any concerns, appropriately. I can handle pressure from others to do what I know to be wrong or unkind or damaging. I am aware of the nature and consequences of discrimination, teasing, bullying and aggression.	I have given thought to the people I will meet in the future and how I will respond to them. I have the skills and confidence to know when to ask for help and who to ask in various situations in the future. I have the skills to work cooperatively with others. I have developed strategies to resolve disputes and conflicts to benefit others as well as myself.



Learning and Challenge Rooted in Faith
P.S.H.E Skills Progression

kind or unkind, right or wrong. I know what to do if I am unhappy with things that happened to me.					
Relationships (Emotional)	Relationships (Emotional)	Relationships (Emotional)	Relationships (Emotional)	Relationships (Emotional)	Relationships (Emotional)
I understand and can explain the school's rules and ways of keeping physically and emotionally safe. I have begun to identify some of my feelings and recognised some of the ways I express them. I recognise how our feelings can influence our relationships friendships I realised that my words and actions can affect other people. I can set simple but challenging goals for myself. I can distinguish between good and not so good feelings. I can talk about change and loss and the associated feelings e.g. losing toys, pets or friends. I can explain how people look after me at home and at School.	I know what I am good at. I can talk about my feelings. I can talk about change and loss and the associated feelings, including moving home. I recognise that choices can have good and not so good consequences. I can learn from my experiences. I can explain the new opportunities and responsibilities that increasing independence may bring. I can talk about my family networks. I know how to attract the attention of people we trust I can express ways that I can help other people to look after them.	I know what makes me feel good. I know what makes me feel bad I can say what food I like. I can explain why I eat other things also. I can make good food choices. I can identify and reflect on and celebrate my achievements and strengths. I know when I need to listen to my emotions. I know the importance of protecting a personal information, including passwords, addresses and images. I can use basic techniques for resisting pressure to do something dangerous, unhealthy, and things	I have experience of how to make informed choices and what might influence my choices and recognise that I may experience conflicting emotions. I have been reminded that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources. I can reflect on and celebrate my achievements. I can identify areas for improvements will stop the line I have deepened my understanding of good and not so good feelings. I have extended my vocabulary to enable me to explain more emotions and feelings.	I can look at images and adverts in the media. I have explored the idea that choices can have positive, neutral and negative consequences. I have reflected on and celebrated my achievements. I can set high aspirational goals. I have thought about how it feels to not meet my goals and how to respond. I can use vocabulary to enable me to explain both the range and intensity of my feelings to others. I can ask for help clearly from appropriate people should I need to.	I can't use simple relaxation Techniques I understand the role of exercise in relaxation. I have reflected on and celebrate my achievements. I have thought about the future and our plans for success. I know when I need to ask for help. I know how to ask for help. I know who's the best person to ask for help. I have extended my vocabulary to enable me to explain both the range and intensity of my feelings. I can identify some of the issues I will face when I change schools.



Learning and Challenge Rooted in Faith
P.S.H.E Skills Progression

I have identified family members and friends and the roles that they play. I know who I can talk to at home and at school if I am sad. I know the differences between secrets and surprises. I understand not to keep adult secrets and when to say yes or no.	I know that I share responsibility for keeping myself safe.	that make me feel anxious.		I can identify those issues, which I am looking forward to and those, which I am not looking forward to. I have explored how to manage these conflicts.	
Economic Wellbeing	Economic Wellbeing	Economic Wellbeing	Economic Wellbeing	Economic Wellbeing	Economic Wellbeing
I know the value of the coins and notes used in Britain. I am beginning to understand the cost of everyday items. I can recognise and choose the correct value of coins and notes to use. I am able to calculate change. I have learned the importance of keeping simple financial records e.g. recording the amount of money in my Money Box. I am aware of the differences between a need and want. I understand that money is a finite resource and needs to be managed. I am able to consider choices and make informed decisions	I understand the difference between a need and a want. I can't describe where money comes from e.g. earn, win, borrow, find, pocket money, presents. I am beginning to understand why we need to work to earn money when we are older. I know I have choices about how I spend my money. I can explore choices and make informed decisions about spending my money. I am beginning to understand that we might not always be able to have things we want will stop	I know that I can pay for things in a range of ways. I can describe other ways of making payments and understands the reason for them. I know there are different ways of keeping track of my money. I can plan and track my spending and saving by keeping accurate records. I know the choices I make about spending and saving money can be influenced by and have an impact on other people. I'm beginning to understand that different people have	I know why I might need money in the future. I know there is a range of jobs - paid and unpaid. I can describe different jobs that I might do to earn money when I'm older. I understand that some jobs pay more than others. I know about the range of different savings accounts and can explain how I might use financial institutions (banks, building societies etc.) to make the most of my money.	I know a range of different ways to pay for things; some may involve using credit and going into debt. I can plan and manage a more complex budget overtime. I know that people who sell me things try to make profit. I can recognise when people aim to influence my choices. I know what is meant by 'value for money'. I can make comparisons between prices when deciding what is 'value for money'.	I know that good qualifications can lead to a more fulfilling and better paid job. I can't describe how having a job will allow me to achieve certain goals in my life. I know that money is deducted from my earnings to provide things we all need. I can describe some ways in which the government uses my money to provide for my needs and my local community. I'm beginning to understand pensions and can describe why having a



Learning and Challenge Rooted in Faith
P.S.H.E Skills Progression

about spending my money. I am beginning to understand the different choices some people make about what to do with their money. I appreciate that me and my family may need or want different things.	the line I know that I can keep money in different places and that some are safer than others. I can choose different places to keep my money safe and explain why. I am beginning to understand the consequences of losing money and how it might make me feel. I know that I don't have to spend my money, I can save it to use it later. I understand why saving up for something is an appropriate choice to make.	different attitudes and feelings about spending and saving money. I'm beginning to know that some things are better value for money than others. I can make choices based on my own needs and resources. I understand that it may not be possible to have everything I want straight away, if at all.	I'm beginning to understand that managing money is complex and if I need help there are people who can help me. I know that if you don't have enough money you can borrow, but you have to pay it back. I understand that you can pay for things without having enough money, and this has consequences. I know what charities are for and how they can help others.	I know there are financial risks associated with the Internet and other scams. I can describe some ways to keep my money and identify safe when using the Internet. I can calculate profit and loss. I understand why I should be a critical consumer and that my choices about spending and saving can affect others.	pension is important later in life. I know how to keep and interpret basic financial statements e.g. bank statements I know the difference between manageable and unmanageable debt. I can explain the difference between credit cards, borrowing and saving. I know money has different values in different countries. I can calculate exchange rates.
Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World
I am beginning to see how everyone contributes to the life of the classroom. I know what my responsibilities are as part of the class e.g. take turns, share, return things that have been borrowed. I can identify various groups that I belong to. I recognised that everyone is part of the community.	I know that people and others living things have needs. I understand the difference between a need and a want. I know about the United Nations convention on the rights of the child. I'm aware of some basic rights for children and young people.	I know the groups that make up the community I live in. I know what religious and ethnic identities that live throughout the UK. I know about a variety of institutions that support communities, locally and nationally. I know what can improve and harm the community.	I have a greater understanding of the term environment and see how this applies to both local and global communities. I know a range of factors that improve or harmed the natural environment I am aware of a variety of institutions that support the environment.	I know what is meant by the term media. I am aware of a range of different types of media, including social networking. I am able to research issues, problems and events concerning health and well-being.	I know why and how rules and laws that protect me and others are made and enforced. I understand why different rules are needed in different situations. I know how I can take part in making and changing rules.



Learning and Challenge Rooted in Faith
P.S.H.E Skills Progression

I know ways that everyone is the same and different. I understand how basic rules in school and community protects myself and others. I'm beginning to understand how rules are made. I'm aware of some basic things that people can do to improve or harm the local community and environment. I'm beginning to know what is meant by respect - for self and others. I'm beginning to know what is meant by 'bullying' and the consequences of this, for both 'victim', 'bully' and wider community.	I'm aware of the need to protect children's rights in other countries and societies. I know that childhood looks different for many children in other parts of the world. I have a beginning awareness of my responsibilities as a member of the class, my family and the wider community.	I realised the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities. I can think about the lives of people living in other places, and people with different values and customs. I can see and respect other people's points of view.	I'm beginning to understand that resources are allocated in different ways that economic choices affect the sustainability of the environment. I'm aware of a range of different environmental concerns, both locally and globally. I'm able to research, discuss and debate issues related to the environment. I'm able to research and discuss my recommendations for improving of the environment.	I am able to look after alternative views and opinions. I'm beginning to understand how the media influences people's choices and decisions. I'm aware that people can feel pressured by media including social networking. I know how to keep myself safe and protect my personal identity online. I'm able to present information and offer recommendations concerning health and well-being. I'm able to explore and critique how the media presents information.	I'm beginning to understand how the UK is governed. I know about local and national elections. I know how pressure groups work and their roles in a democratic society. I'm aware that there are different rules in different communities and countries. I am able to see and respect other's points of view. I understand there are different systems of governments. I'm able to research and present information on rules and systems of governments.
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