

PSHE Progression

	Year 1/2	Year 3/4	Year 5/6
Me and My Relationships	<p>Year 1: I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings. I know when I need help and who to go to for help. I can tell you some different classroom rules.</p> <p>Year 2: I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. Most of the time I can express my feelings in a safe, controlled way.</p>	<p>Year 3: I can usually accept the views of others and understand that we don't always agree with each other. I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p> <p>Year 4: I can give a lot of examples of how I can tell a person is feeling worried just by their body language. I can say what I could do if someone was upsetting me or if I was being bullied. I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p>Year 5: I can give a range of examples of our emotional needs and explain why they are important. I can explain why these qualities are important. I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p> <p>Year 6: I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. I can give examples of negotiation and compromise. I can explain what inappropriate touch is and give example.</p>
Valuing Difference	<p>Year 1: I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not.</p> <p>Year 2: I can say how I could help myself if I was being left out. I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.</p>	<p>Year 3: I can give examples of different community groups and what is good about having different groups. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p>Year 4: I can say a lot of ways that people are different, including religious or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>Year 5: I can give examples of different faiths and cultures and positive things about having these differences. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.</p> <p>Year 6: I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p>
Keeping Myself Safe	<p>Year 1: I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). I can give examples of how I keep myself healthy. I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p> <p>Year 2:</p>	<p>Year 3: I can say what I could do to make a situation less risky or not risky at all. I can say why medicines can be helpful or harmful. I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.</p>	<p>Year 5: I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p> <p>Year 6: I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p>

	<p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.</p>	<p>Year 4: I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p>	<p>I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p>
Rights and Responsibilities	<p>Year 1: I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money. Year 2: I can give examples of when I've used some of these ideas to help me when I am not settled.</p>	<p>Year 3: I can say some ways of checking whether something is a fact or just an opinion. I can say how I can help the people who help me, and how I can do this. I can give an example of this. Year 4: I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. I can give examples of these decisions and how they might relate to me.</p>	<p>Year 5: I can give examples of some of the rights and respect of others' rights (people and things) I have as I grow older, at home and school. I can also give real examples of each that relate to me. I can give a few different examples of things that I can take ownership of to keep myself healthy. I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an example of some of the things they have to allocate money for. Year 6: I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how some people feel about themselves I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. I can explain the advantages and disadvantages of different ways of saving money.</p>
Being My Best	<p>Year 1: I can name a few different ideas of what I can do if I find something difficult. I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day. Year 2: I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy. I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p>	<p>Year 3: I can give a few examples of things that I can do to take ownership of my healthy and give an example of something that I've done which shows this. I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it. Year 4: I can give a few examples of different things that I do already that help to me keep healthy. I can give different examples of some of the things that I do already to help look after my environment.</p>	<p>Year 5: I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how some people feel about themselves I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. Year 6: I can give examples of an emotional risk and a physical risk.</p>

Growing and Changing

Year 1:
I can identify an adult I can talk to at both home and school. If I need help.
I can tell you some things I can do now that I couldn't do when I was a toddler.
I can tell you what some of my body parts do.

Year 2:
I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.
I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).
I can give examples of how to give feedback to someone.

Year 3:
I can name a few things that make a positive relationship and some things that make a negative relationship.
I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.
I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.

Year 4:
I can label some parts of the body that only boys have and only girls have.
I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).
I can tell you why people get married.

Year 5:
I can explain what resilience is and how it can be developed.
I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).
I am able to identify when I need help and can identify trusted adults in my life who can help me.

Year 6:
I can give an example of a secret that should be shared with a trusted adult.
I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.
I can give examples of other ways in which the way some people feel about themselves can be affected (e.g. images of celebrities).