

LADY BANKES PRIMARY SCHOOL
PSHE CURRICULUM SKILLS PROGRESSION



Pupils should be taught to:	EYFS		Key Stage 1		Key Stage Two			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Me and my relationships</u>	I can:	I can:	I can:	I can:	I can:	I can:	I can:	I can:
Cooperation	Select and use activities and resources, with help when needed.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Think of some different ways of dealing with 'not so good' feelings.	Identify ways that I can get help, if I am being bullied.	Accept the views of others and understand that we don't always agree with each other.	Give examples of how I can tell a person is feeling worried	Give examples of our emotional needs and explain why they are important.	Understand negotiation and compromise.
Friendships	Play with one or more other children, extending and elaborating play ideas.	regulate their behaviour accordingly.	Recognise when I need help and who to go to for help.	Suggest rules that will help to keep us happy and friendly.	always agree with each other.	Say what I could do if someone was upsetting me or if I was being bullied.	Understand how to be a good friend.	Explain what inappropriate touch is and give example.
Recognise Feelings								
Bullying and teasing	Find solutions to conflicts and rivalries.	Work towards simple goals, being able to wait for a reasonable amount of time.	Name some different classroom rules.	Recognise what makes a good friend	Give ideas about what I do to be a good friend and identify different ideas for how I make up with a friend if we've fallen out.	Explain what being 'assertive' means and give examples	Understand how to be a good friend.	Explain bystander behaviour (when someone is being bullied).
Assertive skills								
Feelings	Increasingly follow rules, understanding why they are important.	Give focused attention to what the teacher says, responding appropriately	Follow instructions involving several ideas or actions.	Express my feelings in a safe, controlled way.			Understand how and when to stand up for myself (be assertive)	
Safe/unsafe touches								
Co-operation	Develop appropriate ways of being assertive. Talk with others to solve conflicts.							
Getting help								
Classroom rules								
Self-regulation								

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	Talk about my feelings using words like 'happy' 'sad' 'angry' or 'worried'							
<u>Valuing difference</u>	I can:	I can:	I can:	I can:	I can:	I can:	I can:	I can:
Recognising and respecting diversity Being respectful and tolerant	Develop a sense of responsibility and membership of a community.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Say why things sometimes seem unfair, even if they are not. Say ways in which people are similar as well as different.	Recognise how I can help myself if I was being left out. Identify good listening skills and explain why listening skills help to understand a different point of view	Give examples of different community groups and why it is important. Give examples where respect and tolerance have helped to make it a happier, safer place.	Recognise ways that people are different, including religious or cultural differences. Explain why it's important to challenge stereotypes that might be applied to me or others.	Understand different faiths and cultures and positive things about having these differences. Explain why people create an impression of themselves in what they post online that is not real and what might make them do this.	Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.
Recognise and respecting diversity	Become more outgoing with unfamiliar people, in the safe context of the setting.	Explain the reasons for rules, know right from wrong and try to behave accordingly.						
Understanding and challenging stereotypes.	Show an interest in different occupations.	Manage their own basic hygiene and personal needs, including						
Recognising and reflecting on prejudice-based bullying	Develop a positive attitude about the differences							
Influence and pressure of social media.								
Developing tolerance								
Listening Skills								

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	between people.	dressing, going to the toilet						
<u>Keeping Myself safe</u>	I can:	I can:	I can:	I can:	I can:	I can:	I can:	I can:
Managing risk	Make healthy choices about food, drink, activity and tooth brushing.	Work and play cooperatively and take turns with others.	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).	Understand safe and unsafe secrets and I can think of safe people who can help me.	Explain what I could do to make a situation less risky.	Recognise things that might influence someone to take risks	Recognise things that might influence a person to take risks online. I can explain that I have a choice.	Explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met
Drugs and their risks								
Staying safe online								
Influences	Being increasingly independent in meeting my own care needs.	Form positive attachments to adults and friendships with peers.		Recognise touches that are ok or not ok and I can identify a safe person to tell if I felt 'not OK' about something.	Understand why medicines can be helpful or harmful.	Understand the risks of smoking or drinking alcohol on a person's body	Understand why most people choose not to smoke, or drink too much alcohol.	
Emotional needs								
How our feelings can keep us safe								
Medicine safety	Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.	Show sensitivity to their own and to others' needs	Give examples of how I keep myself healthy.	Explain that Medicine can be helpful or harmful, and how they	Understand the importance of keeping personal details safe online and explain why information I see online might not always be true	Identify positive and negative influences, when making decisions.		Understand the real norms about smoking can influence people to choose not to smoke and relate this to other drugs.
Safe and unsafe secrets								
Appropriate touch			Say when medicines might be harmful					

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				can be used safely.				
<p><u>Rights and responsibilities</u></p> <p>Skills we need to develop as we grow up</p> <p>Helping and being helped</p> <p>Making a difference (different ways of helping others or the environment)</p> <p>Media influence</p> <p>Decisions about spending, lending and borrowing money</p> <p>Understanding media bias, including social media</p> <p>Caring: communities and the environment</p> <p>Earning and saving money</p> <p>Looking after things</p> <p>Cooperation and self-regulation</p>	<p>I can:</p> <p>Speak with confidence to new adults and friends</p> <p>Share toys with others</p> <p>Play alongside others</p>	<p>I can:</p> <p>Start to form positive relationships</p> <p>Understand how to share and take turns</p> <p>Show an understanding of how to care for others and living things</p>	<p>I can:</p> <p>Give some examples of how I look after myself and my environment - at school or at home.</p>	<p>I can:</p> <p>Understand what I need to do to settle them self in the classroom.</p>	<p>I can:</p> <p>Recognise ways of checking whether something is a fact or just an opinion.</p> <p>Recognise people who help me, and how I can do this.</p>	<p>I can:</p> <p>Understand that I can make a difference in relation to different things such as the environment, looking after people.</p> <p>Explain how reports (TV, newspapers or websites) can give messages that might influence how people think about things and why this might be a problem.</p>	<p>I can:</p> <p>Understand how my rights and related responsibilities I have as I grow older, at home and school.</p> <p>Recognise things that I am responsible for to keep myself healthy.</p> <p>Explain how local councils spend money on services where I live.</p>	<p>I can:</p> <p>Explain how social media can affect how a person feels about themselves.</p> <p>Understand 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</p> <p>Describe the advantages and disadvantages of different ways of saving money.</p>

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<p><u>Being my best</u></p> <p>Keeping myself healthy</p> <p>Celebrating and developing my skills</p> <p>Having choices and making decisions about my health</p> <p>Taking care of my environment</p> <p>Growing independence and taking responsibility</p> <p>Media awareness and safety</p> <p>Aspirations and goal setting</p> <p>Managing risk</p> <p>Growth Mindset</p> <p>Being Healthy</p>	<p>I can:</p> <p>Recognise different emotions and feelings</p> <p>Develop confidence during in speaking and listening at carpet and circle times</p> <p>Express their feelings and interests</p>	<p>I can:</p> <p>Recognise ways we can deal emotions e.g. feeling sad or angry</p> <p>Understand to be healthy you need exercise</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet.</p>	<p>I can:</p> <p>Name a few different ideas of what I can do if I find something difficult.</p> <p>Say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p>	<p>I can:</p> <p>Name different parts of my body that are <i>inside</i> me and help to turn food into energy.</p> <p>Explain how setting a goal or goals will help me to achieve what I want to be able to do.</p>	<p>I can:</p> <p>Recognise things that I can take responsibility for in relation to my health</p> <p>Explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done.</p>	<p>I can:</p> <p>Explain different things that I do already that help to me keep healthy.</p> <p>Recognise how I help look after my environment.</p>	<p>I can:</p> <p>Understand independence and how that has also helped me to show responsibility.</p> <p>Name qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>	<p>I can:</p> <p>Explain how I can overcome problems and challenges on the way to achieving my goals.</p> <p>Understand emotional risk and a physical risk.</p>
<p><u>Growing and Changing*</u></p> <p>Relationships</p> <p>Menstruation</p>	<p>I can:</p> <p>Identify different parts</p>	<p>I can:</p> <p>Label different basic body parts</p>	<p>I can:</p> <p>Identify an adult I can talk to at both home and</p>	<p>I can:</p> <p>Tell you who helps us grow and what</p>	<p>I can:</p>	<p>I can:</p> <p>Label some parts of the body that</p>	<p>I can:</p> <p>Understand what happens to a woman's</p>	<p>I can:</p> <p>Recognise secrets that should be</p>

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Keeping safe	of the human body	Identify differences between males and females	school. If I need help	things I can now do myself that I couldn't when I was younger.	Describe a positive relationship.	only boys have and only girls have.	body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.	shared with a trusted adult.	
Body changes during puberty	Understand we are all special and different and different	Identify a life cycle of a mammal / insect	Tell you some things I can do now that I couldn't do when I was a toddler.	Give examples of how it feels when you have to say goodbye to someone or something	Understand 'body space' is and when it might be OK to go into someone's body space and when they can go into mine.	List some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).	Explain what resilience is and how it can be developed.	Identify emotional changes associated with 'puberty' and how people may feel when their bodies change.	
Managing difficult feelings			Tell you what some of my body parts do.	Give examples of how to give feedback to someone.	Identify parts of the male and female body	Understand why people get married.	List ways that I can prepare for changes (e.g. to get the facts, talk to someone).	Recognise the way a person feels about themselves can be affected (e.g. images of celebrities).	
Relationships including marriage									
Body Image									
Self esteem									
Managing difficult feelings									
Getting help									
Becoming Independent									
Body parts									
*Growing and Changing please - Lady Bankes Primary School RSE document for further guidance									