

Debden Primary Academy

PSHE

Progression of Skills Map

PSHE	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and my relationships	Name different feelings.	Name a variety of different feelings and explain how these might affect behaviour.	Express feelings in a safe, controlled way.	Show acceptance towards the views of others and understand that we don't always agree with each other.	Explain how feelings can influence behaviour.	Give a range of examples of our emotional needs and explain why they are important.	Explain how thoughts and feelings can influence behaviour.
	Talk about friendship.	Explain some different ways of dealing with 'not so good' feelings.	Identify what makes a good friend and give examples of own behaviour.	Explain what makes a good friend and how to make up with a friend after a falling out.	Give examples of how to tell how a person is feeling worried just by their body language.	Explain why qualities of friendship are important.	Explain bystander behaviour. Explain the difference between a passive bystander and an active bystander.
	Talk about adults who can help.	Know when help is needed and who to go to for help.	Name some ways to get help if being bullied and what to do if being teased.	Explain what being 'assertive' means and give a few examples of ways of being assertive.	Give different examples of when (and why) we might need to be assertive.	Explain why assertiveness is more effective than other ways of reacting to pressure or influence.	Explain what inappropriate touch is and give examples. Suggest ways of getting help.
			Identify how to give feedback to someone.	Explain the difference between positive feedback and constructive support.	Give positive feedback and constructive support.	Explain the impact of positive feedback and constructive support.	Show examples negotiation and compromise.
Valuing difference	Describe self and members of family or friends.	Explain how people are similar as well as different.	Demonstrate good listening skills and explain why listening skills help to understand a different point of view.	Explain how respect and tolerance have helped to make the classroom a happier, safer place.	Explain how people are different, including religious or cultural differences.	Identify examples of different faiths and cultures and list positive things about having these differences.	Talk from personal experience about the positives of different faiths and cultures.
	Say what is fair and unfair.	Explain why things sometimes seem unfair, even if they are not.	Identify ways of getting help if being left out.	Describe different community groups and say what is good about having different groups.	Explain why it's important to challenge stereotypes that might be applied to ourselves or others.	Explain how people sometimes aim to create an impression of themselves that is not real and what might make them do this. Explain the difference between sex, gender identity, gender expression and sexual orientation.	Give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. Define and challenge gender stereotyping.
Keeping myself safe	Say what can be done if they are sad or angry.	Identify what can be done to stay safe when strong, but not so good feelings are experienced.	Describe safe and unsafe secrets and name adults to go to if something feels wrong.	Identify what could be done to make a situation less risky or not risky at all.	Give examples of people or things that might influence someone to take risks and understand that people have choices about whether they take risks.	Identify things that might influence a person to take risks online. Explain that people 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.

	Name some ways to stay healthy.	Identify ways to stay healthy.	Identify different food groups and say how they help bodies stay healthy.	Name examples of an unhealthy lifestyle.	List ways to help improve an unhealthy lifestyle.	Give examples of why someone might be leading an unhealthy life.	Give examples of positive and negative influences, including things that could influence decision-making.
	Name some medicines. Talk about safe uses of medicine.	Say when medicines might be harmful.	Explain that medicines can be helpful or harmful and give examples of how they can be used safely.	Explain why things other than drugs can be helpful and harmful to a person's health.	Explain risks of smoking or drinking alcohol on a person's body and give reasons why most people choose not to smoke, or drink too much alcohol.	Explain how knowing the real norms about smoking can influence people to choose not to smoke. Express how this might be the case for other drugs, including alcohol and illegal drugs.	Explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).
	Talk about how to stay safe when out of the home.	Recite basic personal details.	Identify which personal details should not be shared online.	Explain why it is important to keep personal details safe online. Recognise appropriate behaviour.	Explain why information seen online might not always be true.	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.	Explain some ways of staying safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.
Rights and Responsibilities	Name some classroom rules.	Talk about why we have rules.	Suggest rules that will help to keep us happy and ways to keep to these rules.	Give examples of when new rules have had to have been followed.	Explain why some rules are difficult to follow.	Give examples of some of the rights and related responsibilities we have as we grow older, at home and school.	Give examples of some of the rights and related responsibilities we have as we grow older, in the wider community.
	Name some ways of looking after themselves.	Give examples of responsibilities in the home and at school.	Cooperate with others and self-regulate.	Describe how as we get older we start to take more responsibility for keeping ourselves safe.	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.	Describe how we are responsible for keeping ourselves healthy.	Explain how people's social media profiles often give a biased view of them.
	Give examples of how to look after the classroom.	Give examples of how to look after our environment - at school or at home.	Suggest ways to improve the school environment.	Suggest ways to improve an environment in the community.	Explain how as a 'bystander' we can have a positive effect by working together to stop or change behaviours.	Explain some of the wider rights and responsibilities that we have, such as to the community or the environment.	Explain what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.
	Name some ways to look after own money.	Name some ways to look after money. (adults)	Describe how money can be saved for a use at a future time.	Explain how people have choices about what they do with their money.	Explain how money is a limited resource and how people have choices and decisions to make about how to spend it.	Explain that local councils have to make decisions about how money is spent on things needed in the community.	Explain the advantages and disadvantages of different ways of saving money.
Being my best	Talk about a personal challenge.	Set a personal goal.	Explain how setting a goal or goals will help reach a sense of personal achievement.	Explain and give an example of a skill or talent and the goal-setting undertaken in order to improve it.	Explain and give examples of good learning behaviours.	Explain how qualities make people attractive that are nothing to do with how they look, but about how they behave.	Give examples of people who have achieved through hard work, dedication etc.
	Name ways of solving a problem.	Explain growth mindset.	Describe some ways to help yourself when facing a challenge.	Describe some ways to help someone else who is facing a challenge.	Explain what resilience is and why it is important.	Explain what resilience is and how it can be developed.	Talk from personal experience about overcoming problems and challenges on the way to achieving goals.

	Talk about healthy food.	Explain why certain foods are healthy and why we need to eat 5 a day.	Explain how different foods are turned into energy.	Describe different things that have been done already to keep healthy.	Give an example of how they have taken responsibility for an issue relating to health.	Give an example of increased independence.	Explain emotional risk and a physical risk.
Growing and changing	Name trusted adults.	Identify an adult to talk to at both home and school if help is needed.	Give examples of how it feels when you say goodbye to someone or something. Identify adults who can help.	Describe a positive relationship and a negative relationship.	Define the terms 'secret' and 'surprise' and explain the difference between a safe and an unsafe secret. Name a trusted adult.	Define the terms 'secret' and 'surprise' and explain the difference between a safe and an unsafe secret. Name a trusted adult.	Identify situations where someone might need to break a confidence in order to keep someone safe. Name a trusted adult.
	Compare a baby with a 4/5 year old.	Name some things that can be done now that couldn't be done at a younger age.	Identify stages of growth.	Identify when someone hasn't been invited into personal body space and show how to be assertive if feelings become uncomfortable.	Describe some of the changes that happen to people during their lives. Explain what marriage is.	Explain what separation from a person or thing might feel like.	Share some of the changes they have experienced and their emotional responses to those changes.
	Name some body parts.	Explain what some body parts do. Identify parts of the body that are private.	Name different inside body parts and describe their function. Name genitals and explain that they help people to make babies when they grow up.	Explain 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. Explain that babies come from the joining of an egg and sperm.	Explain how the onset of puberty can have emotional as well as physical impact. Identify the key facts of the menstrual cycle.	Use a range of words and phrases to describe the intensity of different feelings. Explain how some people can get bullied because of the way they express their gender. Use the correct words for the external sexual organs. Identify some products that they may need during puberty and why.	Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it. Explain how people can feel pressured to behave in a certain way because of the influence of the peer group. Identify a variety of ways in which the sperm can fertilise the egg to create a baby. Identify the legal age of consent and what it means. Identify how a person can protect themselves from HIV.