

**PSHE Skills Progression**

	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b>	family, friend, friendship, group, care, respect, permission, privacy, boundaries, unsafe, disagreement, conflicts. solution,	peers, influence, appropriate, inappropriate,	stereotype, discrimination, prejudice, differences, gender, sexual orientation, disputes, reconcile,	Peer pressure, gang culture, stigma, bias
Valuing differences	<p>To know there are different types of relationships.</p> <p>To know and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents.</p> <p>To respect and accept differences and appreciate similarities between people.</p> <p>To know about trusted people and everyone's right to be treated with respect.</p>	<p>To respect the differences and similarities between people.</p> <p>To recognise what they have in common with other members of their community.</p> <p>To know the importance of having compassion towards others.</p>	<p>To know what a stereotype is and the negative impacts they can have.</p> <p>To know what discrimination is.</p> <p>To know how to challenge discrimination.</p> <p>To know people may be attracted to someone emotionally, romantically and sexually.</p> <p>To know that people may be attracted to someone of the same sex or different sex to them.</p>	<p>To understand what is meant by the term stigma.</p> <p>To know that stigma and discrimination around mental health exist and can have a negative effect.</p>
Healthy Relationships	<p>To know about the importance of friendship.</p> <p>To know about what makes a good friend</p> <p>To know how to build positive and healthy friendships.</p> <p>To know how to solve disagreements and conflicts</p> <p>To recognise hurtful behaviour and bullying, and how to get help.</p> <p>To know that being part of a family provides support, stability and love.</p> <p>To know about the positive aspects of being part of a family, such as spending time together and caring for each other.</p> <p>To know about the different ways that people can care for each other.</p> <p>Identify if/when something in a family might make someone upset or worried.</p>	<p>To know how people can be influenced by their peers.</p> <p>To know how people's online actions can impact on other people.</p> <p>To know how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online.</p> <p>To know how to report concerns, including about inappropriate online content and contact.</p>	<p>To know what makes a healthy friendship and how they make people feel included.</p> <p>To know strategies to help someone feel included.</p> <p>To know about peer influence and how it can make people feel or behave.</p> <p>To know the impact of the need for peer approval in different situations, including online.</p> <p>To know strategies to manage peer influence and the need for peer approval.</p> <p>To know that it is common for friendships to experience challenges.</p> <p>To know strategies to positively resolve disputes and reconcile differences in friendships.</p> <p>To know that friendships can change over time and the benefits of having new and different types of friends.</p> <p>To understand unacceptable behaviour when gaming or on profiles.</p>	<p>To recognise how friendships change and develop as they get older.</p> <p>To recognise and manage peer influence within their own friendships.</p> <p>To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>To recognise the effect online actions, have on others.</p> <p>To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p> <p>To know the different types of bullying, the impact of bullying and the different roles (bystander, victim, bully).</p>

	<p>To know how to respond safely to adults they may encounter whom they do not know.</p> <p>To know to give/not give and seek permission in different situations.</p> <p>To know about privacy, boundaries and when to keep or share secrets.</p> <p>To know how to manage pressure to say or do something that makes them worried or uncomfortable.</p> <p>To know what to do and whom to tell if family relationships are making them feel unhappy or unsafe.</p>		<p>To know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable.</p> <p>To know when, where and how to seek support in relation to friendships.</p>	
<b>Vocabulary</b>	community, diverse, groups, value, respect, citizen, saving, money,	laws, society, democracy, rights, human rights, responsibilities, consequences,	Stereotypes, discrimination, prejudice, priorities, budgeting, risk,	
Rights, responsibilities and community	<p>Know that they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups.</p> <p>Know what is meant by a diverse community; how different groups make up the wider/local community around the school.</p> <p>Know how the community helps everyone to feel included and values the different contributions that people make.</p> <p>Know how to be respectful towards people who may live differently to them.</p>	<p>To know the reasons for rules and laws in wider society.</p> <p>To know the importance of abiding by the law and what might happen if rules and laws are broken.</p> <p>To know what human rights are and how they protect people.</p> <p>To identify basic examples of human rights including the rights of children.</p> <p>To know about how they have rights and also responsibilities.</p> <p>To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>To know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p>To know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p>	<p>To know what diversity means.</p> <p>To recognise the benefits of living in a diverse community.</p> <p>To now about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotype.</p> <p>To understand prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p>	

		<p>To know that people have a shared responsibility to help protect the world around them</p> <p>To know how everyday choices can affect the environment</p> <p>To know how to show care and concern for others (people and animals)</p> <p>To know how to carry out personal responsibilities in a caring and compassionate way.</p>		
Careers, financial capability and economic wellbeing.	<p>To know about the different ways to pay for things and the choices people have about this.</p> <p>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.</p>		<p>To recognise people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.</p> <p>To know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p> <p>To recognise that people make spending decisions based on priorities, needs and wants.</p> <p>To know different ways to keep track of money.</p> <p>To know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p> <p>To know about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</p> <p>To identify the ways that money can impact on people's feelings and emotions.</p>	<p>To know that jobs help people to earn money to pay for things.</p> <p>To know that everyone has different strengths.</p> <p>To know different jobs that people they know or people who work in the community do.</p> <p>To know about some of the strengths and interests someone might need to do different jobs.</p> <p>To know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</p> <p>To know about stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p> <p>To know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</p> <p>To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p> <p>To know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p>

				<p>Identify the kind of job that they might like to do when they are older.</p> <p>To recognise a variety of routes into careers (e.g. college, apprenticeship, university).</p>
Media literacy and digital resilience			To know about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.	
<b>Vocabulary</b>	Physical health, mental wellbeing, routines, physical activity,	diet, healthy, unhealthy, dental health, oral hygiene, respect, allergies, medicines, immunisation, vaccination, intensity, grief, menstruation, puberty, hormones, eggs, sanitary pads, periods, penis, ovary, vagina	media, advertisements, obesity, body image, emotional resilience, e-cigarettes, nicotine, restrictions,	Recovery position,
Physical health	<p>To know what physical health is.</p> <p>To know how the lack of physical activity can affect health and wellbeing.</p> <p>To know how lack of sleep can affect the body and mood and simple routines that support good quality sleep.</p> <p>To know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.</p>	<p>To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally.</p> <p>To know what good physical health means and how to recognise early signs of physical illness.</p> <p>To know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary.</p> <p>To know how to maintain oral hygiene and dental health, including how to brush and floss correctly.</p> <p>To know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health.</p>	<p>To know what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>To know about the benefits of exercise to mental and physical health.</p> <p>To know about risks associated with an inactive lifestyle.</p> <p>To identify opportunities for physical activity.</p> <p>To know about the benefits of the internet and the importance of balancing time online with other activities.</p> <p>To know the characteristics of a poor diet and risks associated with unhealthy eating.</p> <p>To know the principles of planning and preparing a range of healthy meals.</p>	Previous content applied to science & DT learning.
Mental wellbeing and feelings	To know what mental wellbeing is.	<p>To know how everyday things can affect feelings.</p> <p>To know how feelings change over time and can be experienced at different levels of intensity.</p> <p>To know the importance of expressing feelings and how they can be expressed in different ways.</p>	<p>To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>To know what body image is.</p> <p>To understand how the media can influence how we feel about our bodies.</p>	<p>To know that mental health, just like physical health is part of daily life, the importance of taking care of mental health</p> <p>To know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p>

		<p>To know how to respond proportionately to, and manage, feelings in different circumstances.</p> <p>To know ways of managing feelings at times of loss, grief and change.</p> <p>To know how to access advice and support to help manage their own or others' feelings.</p> <p>To have a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p>		<p>To know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school.</p> <p>To know that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on.</p> <p>To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>To know that mental health difficulties can usually be resolved or managed with the right strategies and support</p> <p>To know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>To know that bullying has a negative and lasting impact on mental wellbeing.</p> <p>To know where and who to seek support from. To recognise triggers which show they may need to seek support.</p>
How to stay safe?	<p>To know how to keep their personal information safe.</p> <p>To know how to keep safe in the sun.</p>	<p>To know how to recognise, predict, assess and manage risk in different situations.</p> <p>To know how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about).</p> <p>To know that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</p>		<p>To know how to predict, assess and manage risk in different situations.</p> <p>To know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and safe use of digital devices when out and about.</p> <p>Know what is meant by first aid; basic techniques for dealing with common injuries.</p> <p>To know reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p>

Drugs and smoking		<p>To know the importance of taking medicines correctly and using household products safely.</p> <p>To recognise what is meant by a 'drug' Know that drugs common to everyday life ( medicines) can affect health and wellbeing.</p> <p>To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects Identify some of the risks associated with drugs common to everyday life.</p> <p>To know how to ask for help or advice.</p>	<p>To know how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing.</p> <p>To know that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal.</p> <p>To know how laws surrounding the use of drugs exist to protect them and others.</p> <p>To know why people choose to use or not use different drugs.</p> <p>To know how people can prevent or reduce the risks associated with them.</p> <p>To know that for some people, drug use can become a habit which is difficult to break.</p> <p>To know how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use.</p> <p>To know how to ask for help from a trusted adult if they have any worries or concerns about drugs.</p>	<p>Within the science curriculum:</p> <ul style="list-style-type: none"> <li>- Children learn about the benefit and harm drugs and smoking can do to the human body (mentally and physically).</li> <li>- Children understand real life scenarios they may encounter and know how to respond appropriately.</li> </ul>
Growing and changing		<p>Know what periods are and why women have them.</p> <p>Dispel common myths about periods. Recognise the importance of personal hygiene and what this involves.</p>	<p>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>To understand: what puberty is and how their bodies will change through adolescence (physically and emotionally).</p> <p>Recap - To recognise the importance of personal hygiene and what this involves.</p>	-
Vocabulary				
Sex Education	-			- To know how a baby is conceived and born.