

PSHE skills progression Hope Brook

BY THE END OF THE EYFS

- *Building Relationships* - build positive relationships with adults and peers recognizing their own and other's needs.
- *Managing Self* - be confident, independent, resilient and show perseverance. Develop a moral code, take responsibility for their personal hygiene and health.
- *Self-Regulation* - children to develop emotional literacy and regulate their responses.

Focus	BY THE END OF KEY STAGE 1	BY THE END OF LOWER KEY STAGE 2	BY THE END OF UPPER KEY STAGE 2
Me and my relationships	<ul style="list-style-type: none"> To be able to suggest actions for a positive classroom To be able to name and manage our responses to feelings To be able identify features of friendship and manage solving conflict. To be able to define and describe strategies for dealing with bullying. To demonstrate attentive listening skills and positive contributions to discussions 	<ul style="list-style-type: none"> Understand the need for rules particularly on line Identify how 'good' and 'not so good' feelings can affect our physical state Demonstrate how working together in a collaborative manner is effective for all. To be able to identify qualities of friendship and demonstrate simple strategies for resolving conflict. To recognise their right to say no and know of strategies to protect themselves. To be able to express opinions and consider those of others. 	<ul style="list-style-type: none"> Identify aspects of healthy and unhealthy feelings and behaviours within different relationships and suggest strategies to respond assertively to different challenges Explain what collaboration, negotiation and compromise are To be able to identify social, emotional and physical risks and reflect on possible outcomes with accurate information Identify safe personal strategies and respectful behaviours when interacting face to face and on line To understand everyone has the right to choose who they show commitment to.
Valuing difference	<ul style="list-style-type: none"> Identify the differences and similarities between people. Explain the differences between unkindness and bullying. Explain how rules can keep us safe Identify people who are special to them. Recognize what is fair/unfair, kind/unkind. 	<ul style="list-style-type: none"> Identify similarities and differences between the diverse range of people in the UK community Explore the reasons for prejudiced views and identify the qualities needed in order to get on Recognise different types of legal families Develop our understanding of bullying and how to effectively deal with bullying Define the terms 'negotiation and compromise' Be able to respond to non verbal language Recognise different types of relationships Understand and identify stereotypes 	<ul style="list-style-type: none"> Recognise commonality between those living in a diverse society and be able to describe the benefits of living in a diverse society. Explain the importance of mutual respect in our diverse society and how we demonstrate this. Develop empathy and understanding of how injustice and discriminatory behaviour can be challenged Understand and explain the difference between sex, gender identity, gender expression and sexual orientation Think critically about information shared on line Identify the effect of positive and negative interactions and how these affect us.
Keeping myself safe	<ul style="list-style-type: none"> Recognise the emotions and physical feelings associated with feeling unsafe or those associated with loss Understand things a person can do to make themselves feel better safely Understand the rules and knowledge around the NSPCC PANTS rule Who can you trust? Why can you ask help from? 	<ul style="list-style-type: none"> Explore the concepts of danger, risk and hazard Explore the risks and effects of cigarettes, alcohol and drugs Understand and explain what is safe and unsafe behaviour on line and off line. Understand how we can be influenced positively and negatively 	<ul style="list-style-type: none"> Understand the complexities of the safe and unsafe use of drugs and medicines Identify and understand the misperception and risks around smoking and alcohol including emotional risks Explain how to weigh up risk factors when making an informed decision, with consideration to the possible outcomes. Define and recognise stereotyping Understand the complexities of dares and know strategies to handle someone who gives a dare Understand how to protect personal information on and off line and consider possible consequences Recognise disrespectful behaviour online and how to respond to it

Rights and responsibilities	<ul style="list-style-type: none"> • Demonstrate and explain the importance of looking after things • Understand the importance of saving money 	<ul style="list-style-type: none"> • Explain how the key people who are responsible for our safety and health do so. • Understands human rights and responsibilities. • Understand the difference between fact and opinion and recognise factors which influence our thinking • Present our opinions, based on facts, respectfully • Evaluate ways of caring for the school environment • Understand the terms and considerations around the concepts of income, spending and saving. • Understand working people get paid according to their skills, experience, training and responsibility 	<ul style="list-style-type: none"> • Explore the features and contribution of voluntary, community and action groups to society. • Express opinions on an issue concerning health and wellbeing. • Explain the difference between fact, biased and unbiased opinion • Define the differences between responsibilities, rights and duties. • Understand the reason behind legal ages for social media usage. • Understand that posts on line may not be the truth and often do not reflect a balance view of an individual's real life. • Understand the benefits and methods of saving money. • Understand that different jobs have different levels of pay and the factors that influence this. • Suggest actions that could be taken to live in a more environmentally sustainable way.
Being my best	<ul style="list-style-type: none"> • Recognise which foods are healthy and which are less so • Understand how infections spread • Recognise that learning a new skill requires practice and the opportunity to fail, • Demonstrate attentive listening skills. • Suggest simple strategies for resolving conflict situations. • Recognise how a person's responses affect others 	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. • Explain the benefits of each foods group to ensure a healthy balanced diet • Explain how infectious illnesses can spread • Suggest ways of treating an illness. • Develop skills in discussion and debating an issue. • Demonstrate the benefits of working collaboratively • Identify the uniqueness of themselves and others - talents, skills and areas of development • Understand and explain how the brain sends and receives messages through the nerves 	<ul style="list-style-type: none"> • Understand the importance of food, water, oxygen, sleep and exercise for the human body and its health. • Know the function and inter relatedness of the body's four systems • Identify people who help keep us safe and healthy • Know the misperceptions and harmful effects of smoking/alcohol. • Explain how a positive wellbeing contributes to a healthy lifestyle • Identify our own strengths and identify strategies to improve areas which need improvement • Consider ways of improving our school community • Recognise that media's portrayal of individuals is rarely an accurate reflection of their real life • Identify aspirational goals. • Understand and explain the possible physical and emotional outcomes of risk-taking
Growing and changing	<ul style="list-style-type: none"> • Identify, understand and explain the simple bodily processes associated with major internal body parts • Explain the basic needs of a baby • Identify things a baby, a toddler and they can do now. • Explain the difference between teasing and bullying. 	<ul style="list-style-type: none"> • Describe changes that happen in our lives. • Identify different types of relationships. • Understand and identify appropriate and inappropriate personal space. • Recognise how a 'secret' and a 'surprise' makes them feel; know the difference between a safe and an unsafe secret and what to do to ask for help. • Identify and know the correct terms for body 	<ul style="list-style-type: none"> • Recognise and discuss their emotional responses to change • Distinguish between and discuss good and not so good feelings. • Explain strategies they can use to build resilience. • Identify people who can be trusted; • Describe strategies for dealing with situations in which they would feel uncomfortable • Explain the difference between a safe and an unsafe secret.

	<ul style="list-style-type: none"> • Explain the difference between a secret and a nice surprise. • Identify parts of the body that are private. 	<ul style="list-style-type: none"> • parts common to both sexes and those which are different • Understand why puberty happens and the emotional and physical impact on individuals • Recognise that babies come from the joining of an egg and sperm. • Name positive and negative feelings • Understand legal and moral facts about marriage in the UK. • Discuss the reasons why a person would want to marry or live together, or have a civil ceremony. 	<ul style="list-style-type: none"> • To be able to use the correct terminology when discussing the physical and emotional changes and issues associated with puberty, relationships and sexual education. • Know what happens when a sperm fertilises an egg • Recognise appropriate responses to ensure each other's safety. • Recognise how we feel and identify the consequences of positive and negative behaviours. • Recognise reasons people get bullied and identify how bullying behaviours can be stopped. • Understand the risks of sharing images online • Understand the effects of peer influence and the norms of risk taking.
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