



Chase Side Primary School Skills Progression

Subject Area: PSHE

Key Skills:

- Understanding of emotional, physical and mental wellbeing
- Understanding of social and cultural relationships
- Understanding of responsible citizenship

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing a healthy lifestyle	<p>Children can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body.</p> <p>They can explain that people grow from young to old. Children can talk about good and not so good feelings, creating a vocabulary to describe their feelings to others and simple strategies for managing these.</p> <p>They can talk about change and loss and the associated feelings (moving house, losing toys).</p>	<p>Children can explain about people who look after them, who to go to if they are worried and ways to help these people look after them.</p> <p>Children can talk about growing and changing and can understand that babies become children and then adults. They know the difference between boy babies and girl babies.</p> <p>They can think about themselves, learn from their experiences, recognising and celebrating their strengths and set simple but challenging goals.</p> <p>Children can make simple choices about some aspects of their health and well-being</p>	<p>Children know what is safe and unsafe.</p> <p>They can talk about the harmful aspects of some household products, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).</p> <p>They are able to follow safety instructions and rules at home and at school.</p> <p>They can understand what constitutes an emergency and when to call the emergency services.</p> <p>They can describe the difference between male and female animals and can understand that making new life needs a male and a female.</p> <p>They can explain why</p>	<p>Children They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.</p> <p>They can identify some learning types of learning styles and are able to explain what short of learner they are.</p> <p>They can identify advantages and disadvantages when setting goals, make plans to overcome obstacles and know how to manage frustration by using a number of strategies.</p> <p>They understand that family members have different food needs and know some healthier ways to prepare and cook</p>	<p>Children are able to distinguish between good and bad habits and understand why some habits can be difficult to break.</p> <p>They can understand what alcohol is, how it affects the body and that there are risks to drinking alcohol. They can state the basic facts and laws about alcohol and how it affects the body.</p> <p>They are able to identify the types of health services available in their local area and begin to explore which service is appropriate for which health need.</p> <p>They are able to identify some barriers to learning, including our feelings and know some ways to overcome personal barriers to learning. They also know some strategies to help themselves cope with</p>	<p>Children know about a range of legal and illegal drugs and have some understanding of the effects and risks of illegal drugs.</p> <p>They understand that all sorts of people may misuse drugs and know some ways to assess the risks in different situations.</p> <p>They are able to make a judgement about whether to take a risk and begin to consider the relationship between risk and 'dare'. They understand that taking risks can have positive or negative consequences.</p> <p>Children are able to explain the main physical and emotional changes that happen during puberty. They understand how puberty affects the</p>	<p>Pupils know what effects cannabis can have on your health and life and the legal consequences of using cannabis.</p> <p>They know the effects and risks of volatile substance abuse (VSA) and how to get and to give help.</p> <p>They know some basic strategies for reducing and managing stress and know some relaxation techniques. They know where to find local health and leisure activities for children and families.</p> <p>Students are able to describe how and why the body changes during puberty in preparation for reproduction and can talk about puberty and reproduction with confidence.</p>



Chase Side Primary School Skills Progression

Subject Area: PSHE

		<p>(for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).</p> <p>They can explain why people use medicines, how they get into our bodies and can understand that some people need to take medicines all the time to stay healthy. They know the rules about medicines, who should give them to us and when we should take them.</p> <p>Children know what happens on a visit to the hospital.</p> <p>They can understand how to keep clean and look after oneself. They can explain the importance of dental hygiene.</p>	<p>physical activity is healthy and describe some foods are good for our bodies and some can harm them.</p>	<p>food.</p> <p>They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).</p> <p>They know how smoking affects people and know some of the effects of smoking on the body. They know about passive smoking.</p> <p>They know the rules and laws to prevent smoking and are able to make the positive choice not to smoke.</p> <p>They know what physical activities are available locally for children and families and understand the benefits of an active lifestyle.</p>	<p>feelings of disappointment and hopelessness.</p> <p>Children are able to recognise that everyone in the class has a gift or talent, know how to set a goal to achieve a personal best and know some ways of dealing with the feelings that can arise from change.</p> <p>They can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).</p>	<p>reproductive organs and can describe how to manage physical and emotional changes.</p> <p>They are able to explain how to stay clean during puberty. They can describe how emotions change and know how to get help and support during puberty.</p> <p>They are able to consider the role of the media and advertising in affecting our perception of the body image, and can understand that many of the body images we see are altered and enhanced.</p> <p>They understand that a healthy lifestyle includes exercise, nutrition, personal hygiene and emotional well-being and can discuss some of the reasons why other children may be suffering from hygiene or health issues.</p>	<p>They are able to describe the decisions that have to be made before having a baby and know some basic facts about conception and pregnancy.</p> <p>They know about people who are responsible for helping us stay healthy and ways we can help them. They know that there are different health services and understand that they serve different purposes and who to ask for help with health issues and how.</p> <p>They are able to recognise opportunities to make their own choices about food and what might influence their choices, including their family traditions and the media. They understand the benefits of eating a balanced diet.</p> <p>They are able to consider plans for the future and set some goals and make a long-term plan and break it down into smaller, achievable goals. They know that if at first I</p>
--	--	---	---	--	---	--	--



Chase Side Primary School Skills Progression

Subject Area: PSHE

							don't succeed it is worth trying again. They can recognise when they are using an excuse instead of finding a way around a problem and know some problem solving strategies.
Developing good relationships and respecting the differences between people	<p>Children can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).</p> <p>Children recognise what is fair/unfair, kind/unkind, right/wrong.</p> <p>The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprise.</p> <p>Children understand what kind of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond to unsafe touch (including who to tell and how to tell).</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>They are able to consider what makes a good friend and understand that we can have different points of view and still be friends.</p> <p>Children can understand the difference between pride and jealousy and what is fair/ unfair & kind/ unkind. They can explain some ways to manage negative feelings.</p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).</p>	<p>They are able to listen and learn about each other and can consider some of the feelings people might have about their appearance.</p> <p>They can share their opinions on things that matter to them with one other person/class.</p> <p>They can offer constructive support/feedback to others.</p> <p>Children communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>Children can understand that some people have fixed ideas about what boys and girls can do and can describe the difference between male and female</p>	<p>Children know that feelings can be expressed through body language as well as words, know how it feels to be happy, sad, scared or excited and can usually tell if others are feeling those emotions. They know how it feels to start something new and some ways to cope with those feelings.</p> <p>They know how to listen to other children and adults and know how to respond appropriately whether we agree or disagree.</p> <p>They are able to contribute to resolving differences by looking at alternatives, making decisions and explaining choices.</p> <p>They know how to be assertive.</p> <p>They understand why</p>	<p>Students can explain how they feel about the important people or animals in their lives and can identify different types of relationship at home, at school and in the community.</p> <p>They understand why we sometimes fight or run away when feeling threatened and know why it is important to stop and think when we feel angry or stressed.</p> <p>They understand how most people feel when they lose a loved one and know some positive ways to remember people even if they no longer see them.</p> <p>Pupils know some basic rules for staying safe online, are able to describe some of the ways children can be cyberbullied and know what to do if someone is being cyberbullied.</p>	<p>Students know some things which are likely to make a difficult situation better and know some things which people are likely to say or do in a conflict situation which can make things worse. They understand why forgiveness is important in a friendship.</p> <p>They explore different situations in which we might feel embarrassed and why and know some things to do when someone is feeling embarrassed that will not make things worse.</p> <p>They are able to discuss the issues of name-calling and other forms of direct bullying and understand how this feels and to empathise with how it feels to be the person who is bullied and/or a</p>	<p>Pupils can identify different feelings which can overwhelm them and are able to recognise when they are overwhelmed by their feelings and be able to use a calming down strategy.</p> <p>They are able to see a situation from another person's perspective and know how behaviour is linked to thoughts and feelings. They know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves. They know appropriate language to use that does not make conflict situations worse.</p> <p>They know the difference between positive, assertive and aggressive and understand that the majority view is not</p>



Chase Side Primary School Skills Progression

Subject Area: PSHE

	<p>That people's bodies and feelings can be hurt.</p>	<p>They can identify and respect differences and similarities between people.</p> <p>They can understand that there are different types of families.</p>	<p>babies. They can also describe some differences between male and female animals and understand that making a new life needs a male and a female.</p> <p>They can describe the physical differences between males and females and are able to name male and female body parts.</p>	<p>we can have guilty feelings, how we might express them, how to make amends for things we are ashamed of and that we need to take responsibility for the choices we make.</p> <p>Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>They know some differences and similarities between males and females and can name male and female parts using agreed words.</p> <p>They are also able to identify different types of touch that people like and do not like, they understand personal space and can talk about ways of dealing with unwanted touch.</p> <p>They understand that all families are different and have different family</p>	<p>They can describe the main stages of the human life cycle and are able to describe some of the changes which happen to the body during puberty.</p> <p>They know about the physical and emotional changes that happen during puberty and are able to understand that children change into adults so that they are able to reproduce.</p> <p>They understand how changes in relationships at home can affect our emotional health and know where to get help and support when their family unit changes.</p> <p>They explore what 'home' means to them and are able to consider what home means to different people. They begin to explore thoughts and feelings about home through the medium of poetry</p>	<p>witness wanting to stop bullying situations. They can also explore a range of reasons that can lead to children bullying others.</p> <p>Pupils know what their triggers are for anger and what happens when they get angry, as well as some ways to calm themselves down. They are able to consider some of the consequences of their behaviour in order to make a wise choice when they are feeling angry.</p> <p>They understand the importance of teamwork and are able to appreciate that a good team requires members with different skills.</p> <p>They know how to make people feel good about themselves and recognise when someone is using a put-down.</p> <p>They know the difference between 'confidential' and 'secret'.</p>	<p>always right.</p> <p>They are able to consider when it is appropriate to share personal/private information in a relationship and know how and where to get support if an online relationship goes wrong.</p> <p>They are able to discuss different types of adult relationships with confidence and know what form of touching is appropriate.</p> <p>Children can identify and celebrate individual, group and class achievements to date and understand the importance of celebrating each other's achievements.</p> <p>They understand the importance of respecting each other's opinions and are able to consider the expectations of parents, carers and people in authority and how children might view them differently. They are able to disagree with someone without</p>
--	---	--	--	--	--	--	--



Chase Side Primary School Skills Progression

Subject Area: PSHE

				<p>members and they are able to identify who to go to for help and support.</p> <p>Children are able to identify traditional gender roles at home and at work and understand how stereotyping can influence what children choose to do in life.</p>			falling out.
<p>Living in the wider world and being a responsible person</p>	<p>Children can demonstrate how to contribute to the life of the classroom.</p> <p>Children can construct and agree to follow group and class rules and understand how these help them.</p> <p>They understand people and other living things have needs and that they have responsibilities to meet them (taking turns, share return things that have been borrowed.</p>	<p>Children are able to listen to other people, and play and work co-operatively. They develop relationships through work and play, e.g. by sharing equipment with other pupils in a group task.</p> <p>They realise that people and other living things have needs, and that they have responsibilities to meet them and they recognise how their behaviour affects other people.</p> <p>They recognise the importance of responsible behaviours and actions regarding outdoor safety, and they can name the green cross code and to know the key</p>	<p>Students can describe the kinds of responsibilities they feel towards their community and understand the meaning of responsibility and how they can contribute.</p> <p>They can talk about some of the assumptions made on the basis of gender.</p> <p>They can compare urban and rural environments and begin to explore different groups and communities.</p> <p>They understand about different groups and communities.</p> <p>Children understand some areas where they can be</p>	<p>Children know that there are a number of different ways to pay for goods and services and understand some of the advantages and disadvantages of different payment methods.</p> <p>They know how to spend money within a budget and begin to develop the ability to identify the coins needed to make an amount of money. They understand the need to offer more money than the price when you don't have correct change.</p> <p>They know about different ways to gain money, including earning it through hard work, and can identify some of the</p>	<p>Children understand different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>They can recognise similarities and differences in the UK and other countries and can think about the lives of people living in other places with different values and customs. They begin to understand and respect different people's point of view.</p> <p>Pupils understand the difference between rights and responsibilities and can appreciate that as we grow older we are able to do different tasks and take on different responsibilities. They begin to make decisions</p>	<p>Students understand children's education in different countries and know some facts about the UN Convention on the Rights of a Child.</p> <p>They are able to care about other people's feelings and priorities, and to try to see things from their point of view. They are able to consider the lives of people living in other places and times, and people with different values and customs.</p> <p>They know why and how laws are made and know what democracy is, and about the basic institutions which support it locally and nationally. They recognise the role of voluntary, community</p>	<p>Children understand that people and other living things have needs, and that they have responsibilities to meet them .They know that family and friends should care for each other.</p> <p>They understand what a home gives to them and learn to have empathy for people who may be less fortunate than themselves.</p> <p>They understand what makes a community. They can recognise the role of voluntary, community and pressure groups and challenge stereotypes. They know that similarities and differences between people arise from a</p>



Chase Side Primary School Skills Progression

Subject Area: PSHE

		<p>elements of keeping safe on the roads.</p> <p>Children find out about bees and their importance and explore British wildlife and food chain. Also, they begin to understand the importance of respecting and protecting the environment.</p> <p>Children are able to describe money, name different coins and notes and understand that we exchange money for goods.</p> <p>They can understand that money is a finite resource and needs to be managed. They know where to keep money and understand the consequences of losing it.</p>	<p>responsible for themselves and know the different forms that money takes. They understand that people exchange money for goods and services.</p> <p>They are able to explain why they have made those choices and begin to understand that cost is an important factor in deciding what to buy.</p> <p>They know that money comes from different sources and understand a brief history of money. They know that money can be used for different purposes.</p>	<p>skills needed for different jobs.</p> <p>Students are able to consider other people's lifestyles and beliefs and know how money can make things different for other people. They recognise the availability of Fairtrade goods and think about why we should choose to shop fairly.</p> <p>They know the potential dangers in different environments and understand about personal safety.</p> <p>Children explore and critique how media present information about our community and recognise the role of organisations that help in the community.</p> <p>They are able to follow rules and understand how rules help us. They also know what improves and harm our local, natural and built environments, and about some of the ways people look after them.</p>	<p>between reasonable and unreasonable requests.</p> <p>They explore the difference between needs and wants in housing and begin to develop empathy with the housing situations of others.</p> <p>Pupils understand the importance of accurate financial records for individuals and the difference between income and costs. Also they have an understanding of the importance of record keeping and budgeting in relation to personal spending.</p> <p>They understand the importance of the physical protection of money and know some of the ways banks protect money.</p> <p>Children understand what charitable giving means and know that all the major religions of the world promote charitable giving.</p> <p>They understand the importance of freedom to make choices and know that there are different</p>	<p>and pressure groups and understand the difference between biased and balanced arguments. They understand how to develop a formal balanced argument, verbally and in writing.</p> <p>They are able to convert foreign currencies into Sterling and make comparisons between prices to decide what is 'best value'.</p> <p>They understand how finance plays an important part in peoples' lives and that individuals or families may need or choose to spend their money in different ways.</p> <p>They understand that they may need to save up for something if there isn't enough money for everything they want or have to buy. They understand what saving and cutting costs mean and the different ways to do both. They know that there are different ways to save money.</p>	<p>number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>Pupils understand that there is an ethical dimension to financial decisions and that their financial decisions could make a difference in improving the quality of life of others and protecting the environment.</p> <p>They can explain the difference between credit, debt, borrowing and saving, and know the difference between manageable and unmanageable debt. They know how to protect their money and how to keep it safe.</p> <p>They understand what a business is and the key elements of a business plan and develop their skills in team working, project planning, budgeting and marketing. They understand why businesses need investment and where this can be sourced</p>
--	--	---	---	---	---	--	--



Chase Side Primary School Skills Progression

Subject Area: PSHE

					rights and responsibilities at home, at school, and in the community, and that these can sometimes conflict with each other.		from. They understand the difference between their present school and the next school.
--	--	--	--	--	--	--	---