

PSHE Skills Progression

	Y1	Y2	Y3	Y4	Y5	Y6
<p>Health and Wellbeing Pupils should be taught: 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing</p>	<ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy why hygiene is important and how simple hygiene routines can stop germs from being passed on what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they 	<ul style="list-style-type: none"> how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets how not everything they see online is true or trustworthy and that people can pretend to be someone they are not how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or 	<ul style="list-style-type: none"> how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) how to react and 	<ul style="list-style-type: none"> how to recognise personal qualities and individuality to develop self-worth by identifying positive things about themselves and their achievements how their personal attributes, strengths, skills and interests contribute to their self-esteem how to set goals for themselves how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking how everyday things can affect feelings how feelings change over time and can be 	<ul style="list-style-type: none"> how to recognise and respect similarities and differences between people and what they have in common with others that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) about 	<ul style="list-style-type: none"> how mental and physical health are linked how positive friendships and being involved in activities such as clubs and community groups support wellbeing how to make choices that support a healthy, balanced lifestyle including: how to plan a healthy meal how to stay physically active how to maintain good dental health, including oral hygiene, food and drink choices how to benefit from and stay safe in the sun how and why to balance time spent online with other activities how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep

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	<p>help people</p> <ul style="list-style-type: none"> • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	<p>if they come across something that scares or concerns them</p> <ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / 	<p>respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</p> <ul style="list-style-type: none"> • what to do in an emergency, including calling for help and speaking to the emergency services how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what 	<p>experienced at different levels of intensity</p> <ul style="list-style-type: none"> • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings • how to recognise, predict, assess and 	<p>stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</p> <ul style="list-style-type: none"> • How to challenge stereotypes and assumptions about others • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an 	<ul style="list-style-type: none"> • how to manage the influence of friends and family on healthy choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs can affect health and how to manage situations involving them • 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 • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with
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		<p>experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</p> <ul style="list-style-type: none"> • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust 	<p>influences these</p> <ul style="list-style-type: none"> • how, when and where to ask for advice and help about healthy eating and dental care • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	<p>manage risk in different situations</p> <ul style="list-style-type: none"> • 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) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people 	<p>adult or the emergency services</p> <ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping nicotine, alcohol, caffeine and medicines) can affect health and Wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they 	<p>the right strategies and support</p>
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				<ul style="list-style-type: none">• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online• how to report concerns, including about inappropriate online• content and contact 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>have concerns about any drug use</p> <ul style="list-style-type: none">• how to ask for help from a trusted adult if they have any worries or concerns about drugs	
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	<p>Texts <i>Usborne Look Inside: Your Body</i> Louie Stowell <i>I Keep Clean</i> Martha EH Rustad Feelings Richard Jones & Libby Walden <i>CBeebies Topsy and Tim episodes</i></p> <p>Visits School Nurse – Pants Talk</p>	<p>Texts <i>I Stay Active</i> Martha EH Rustad <i>Be Careful and Stay Safe</i> Cheri J. Meiners Feelings Richard Jones & Libby Walden Chicken Clicking (Online Safety Picture Books) by Jeanne Willis (Author), Tony Ross (Illustrator)</p> <p>Visits School Nurse – Pants Talk NSPCC Road safety, Safety works</p>	<p>Texts <i>Food and Drink</i> Linda Staniford Exercise and Rest (Healthy Choices) by Sharon Dalgleish</p> <p>Feelings Richard Jones & Libby Walden <i>Food of the World</i> Nancy Loewen</p> <p>Visits Roots of Empathy School Nurse</p>	<p>Texts <i>Charlotte's Web</i> EB White Cyberbullying Heather E. Schwartz Safe Social Networking Heather E. Schwartz</p> <p>Visits Seeds4Life Bikeability</p>	<p>Texts <i>The Worry Website</i> Jacqueline Wilson The Children's Book of First Aid Skills (Star Rewards) (Star Rewards - Life Skills for Kids) by Sophie Giles</p> <p>Visits Bikeability</p>	<p>Texts <i>Looking After Your Mental Health</i> Alice James</p> <p>Visits School Nurse – Puberty talk 'Real Love Rocks' (Barnardos) Operation Encompass (Northumbria Police) Safety Works Bikeability</p>
<p>Vocabulary</p>	<p>Clean, hygiene, exercise, healthy, grow, change, develop, diet, nutrition, active, physical, medicine, vaccination</p>	<p>Choices, danger, safety, safe, medicine, protect, aware, awareness</p>	<p>Health, wellbeing, emotional, mental health,</p>	<p>Medicines, drugs, prescription, illegal, aware, trust, right, wrong</p>	<p>Healthy mind set, stress, pressure, balanced, drugs, choices,</p>	<p>Drugs, symptoms, signs, effects, dependent, rely, survive, choices, mental health, wellbeing</p>
<p>Living in the wider world Pupils should be taught: 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect equality and to be a productive member of a diverse</p>	<ul style="list-style-type: none"> what money is - that money comes in different forms how money is obtained (e.g. earned, won, borrowed, presents) how people make choices about what to do with money, including spending and saving the difference between needs and wants - that people always be able to have the things they want how to keep money safe and the 	<ul style="list-style-type: none"> how jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people they know or people who work in their community how people have different strengths and interests that enable them to do different jobs how people use the internet and digital devices in their jobs and everyday life 	<ul style="list-style-type: none"> how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups what is meant by a diverse community; how different groups make up the wider/local community around the school how the community helps everyone to feel included and values the different contributions that people make 	<ul style="list-style-type: none"> how people have a shared responsibility to help protect the world around them how everyday choices can affect the environment how and what people choose to buy or spend money on can affect others or the 	<ul style="list-style-type: none"> how people make decisions about spending and saving money and what influences them how to keep track of money so people know how much they have to spend or save how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit 	<ul style="list-style-type: none"> how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions that not everything should be shared online or social media and that there are rules about this, including the distribution of images that mixed messages in the media exist (including about health, the news and different groups of people) and that these can

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<p>community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. how money plays an important part in people's lives 8. A basic understanding of enterprise.</p>	<p>different ways of doing this</p> <ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group 		<p>how to be respectful towards people who may live differently to them</p>	<p>environment (e.g. Fairtrade, single use plastics, giving to charity)</p> <ul style="list-style-type: none"> • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way 	<p>cards; loans)</p> <ul style="list-style-type: none"> • how to recognise what makes something 'value for money' and what this means to them that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • The skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including 	<p>influence opinions and decisions</p> <ul style="list-style-type: none"> • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
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					<p>skills, interests and pay</p> <ul style="list-style-type: none"> • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 	<ul style="list-style-type: none"> • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have <p>to discuss and debate what influences people's decisions, taking into consideration different viewpoints</p>
	<p>Texts Fundamental Science Key Stage 1: Growing and Changing: All About Life Cycles 2016 (Fundamental Science Ks1) by Ruth Owen</p> <p>Visits</p>	<p>Texts <i>Steve Jobs (47) (Little People, BIG DREAMS) by Maria Isabel Sanchez Vegara and Aura Lewis</i></p> <p>Visits</p> <p>Various church, mosque, temple visits etc, linking in with RE, Enterprise week – people from different professions coming to talk to the children</p>	<p>Texts <i>Recycling Things to Make and Do</i> Emily Bone <i>Why Should I Bother About the Planet?</i> Sue Meredith <i>Incredible Jobs You've (Probably) Never Heard Of</i> by Natalie Labarre</p> <p>Visits</p> <p>Recycling plants – visitor to explain how products are recycled. Enterprise Week - visitors</p>	<p>Texts <i>Cyberbullying</i> Heather E. Schwartz <i>Safe Social Networking</i> Heather E. Schwartz</p> <p>Visits</p> <p>Stonewall – One love People from different relationships but their family all love each other regardless of how it is made up.</p>	<p>Texts <i>Incredible Jobs You've (Probably) Never Heard Of</i> by Natalie Labarre</p> <p>Visits</p> <p>NSPCC or other equivalent o share stories of victims who have suffered at the hands of bullies Enterprise week – people from different professions coming to talk to the children</p>	<p>Texts <i>Safe Social Networking</i> Heather E. Schwartz <i>What Would She Do?</i> Kay Woodward <i>Kunkush</i> Marne Ventura <i>Politics for Beginners</i> Alex Frith</p> <p>Visits</p> <p>Nissan Enterprise week – people from different professions coming to talk to the children</p>
Vocabulary	Family, care, responsibility, love, cherish, respect, growth, changes	Respect, similarities, differences, together, share, care, bullying, friendship	Behaviour, action, consequence, feelings, nature, nurture, environment, respect,	Love, friendship, relationship, marriage, equalities, care, romantic, respectful, concern	Bullying, equalities, cyber bullying, stereotype, aggression, anger, fear, temper	Differences, similarities, equalities, race, gender, beliefs, respect, tolerance, understanding

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<p>Relationships Pupils should be taught:</p> <ol style="list-style-type: none"> How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts How to recognise and manage emotions within a range of relationships how to recognise risky or negative relationships including all forms of bullying and abuse how to respond to risky or negative relationships and ask for help how to respect equality and diversity in relationships 	<ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what 	<ul style="list-style-type: none"> how to make friends with others how to recognise when they feel lonely and what they could do about it how people behave when they are being friendly and what makes a good friend how to resolve arguments that can occur in friendships how to ask for help if a friendship is making them unhappy how words and actions can affect how people feel how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable how to respond if this happens in different situations 	<ul style="list-style-type: none"> how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded how to recognise if others are feeling lonely and excluded and strategies to include them how to build good friendships, including identifying qualities that contribute to positive friendships that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to 	<ul style="list-style-type: none"> how people's behaviour affects themselves and others, including online how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return about the relationship between rights and responsibilities about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or 	<ul style="list-style-type: none"> about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a friendship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal 	<ul style="list-style-type: none"> that people have different kinds of relationships in their lives, including romantic, friendship or intimate relationships that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another that adults can choose to be part of a committed relationship or not, including marriage or civil partnership that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime how puberty relates to growing from childhood to adulthood about the reproductive organs and process - how babies are conceived and born and how they need to be cared for that there are ways to prevent a baby
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<ul style="list-style-type: none"> families do/ enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	<ul style="list-style-type: none"> how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<ul style="list-style-type: none"> ask for support how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays how people within families should care for each other and the different ways they demonstrate this how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<p>hurt)*</p> <ul style="list-style-type: none"> the rights that children have and why it is important to protect these* that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	<p>safety</p>	<p>being made?</p> <ul style="list-style-type: none"> how growing up and becoming more independent comes with increased opportunities and responsibilities how friendships may change as they grow and how to manage this how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing
<p>Texts <i>Living with Mum and Living with Dad: My Two Homes</i> Melanie Walsh</p>	<p>Texts <i>Feelings</i> Richard Jones & Libby Walden</p> <p>Visits</p>	<p>Texts <i>The Great Big Book of Families</i></p>	<p>Texts <i>How to Be Respectful</i> Emily James <i>Fox</i> Margaret Wilde</p>	<p>Texts <i>Alice & the Troll: Book 1 in the Princess Alice Series of Online Safety Adventures</i></p>	<p>Texts <i>Help Your Kids with Growing Up: A No-Nonsense Guide to Puberty and Adolescence</i> by Robert Winston</p>

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	Visits	School Nurse - Friendships	by Mary Hoffman and Ros Asquith Visits NSPCC	Visits School Nurse - Friendships	by Graham Pullen and Hollie-April Pullen Visits School nurse, business professional to talk about their aspirations and reach their potential	<i>It's Perfectly Normal: Changing Bodies, Growing Up, Sex, and Sexual Health (Family Library)</i> by Robie H Harris Visits E-Safety play in a day
Vocabulary	Happy, sad, confused, worried, tired, concerned, facial, expression	Fairness, equal, challenge, discussion, control, feelings	Family, unit, love respect, gender, equality, confidence, pride, doubt,	Friend, friendship, belief, values, moral, toxic, defend, relationship	Change, puberty, relations, relationship, sexual, love, caring, heterosexual, bisexual, homosexual	Stability, finance, puberty, gender, employment, citizen, equalities

Early Years

	Nursery	Reception
Personal, Social and Emotional Development: Making relationships	<ul style="list-style-type: none"> Interested in others' play and starting to join in. •Seeks out others to share experiences. •Shows affection and concern for people who are special to them. •May form a special friendship with another child. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. •Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. •Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.
	Texts <i>The Big Lion and the Little Mouse</i> <i>Topsy and Tim Collection</i> <i>Share!</i> Anthea Simmons	Texts <i>How Do You Feel?</i> Anthony Browne <i>Ruby's Worry</i>
	Visits <i>Forest Schools</i>	Visits <i>Forest Schools</i>

Amazon have a great selection of books to meet all areas of learning for all ages. I'm going to try and order some of them but Dorothy has a good selection in the library as well if you ask her!