



Progression of Skills Overview

Curriculum lead: Mrs K. Hirst

Subject: PSHE

Core theme	Year 1	Year 2	Year 3	Year 4
Health and wellbeing	<p>*I can make simple choices about some aspects of my health and wellbeing and know what keeps me healthy.</p> <p>*I can talk about what I like and dislike and good and not so good feelings.</p> <p>* I can explain ways of keeping clean and can name the main parts of the body (including external genitalia)</p> <p>*I can talk about the harmful aspects of some household products and medicines.</p> <p>*I can describe ways of keeping safe in the environment and online.</p> <p>* I begin to talk about change and loss and the feelings associated with this.</p>	<p>*I can make choices about a wider range of my health and wellbeing and be more confident in my understanding of what keeps me healthy.</p> <p>*I can recognise what I like and dislike and can see that my choices can have good and not so good consequences.</p> <p>* I can explain ways of keeping clean and can name the main parts of body (including external genitalia). I can describe some of the changes as people grow from young to old.</p> <p>*I can describe more confidently my knowledge of the harmful aspects of household products and medicines.</p> <p>*I can identify ways to keep safe in a variety of different situations including road, fire, water and online safety.</p>	<p>*I can make choices about how to develop healthy lifestyles and I understand the importance of a balanced diet.</p> <p>*I can talk about what positively and negatively affects my physical, mental and emotional health.</p> <p>*I can explain that bacteria and viruses can affect health and follow simple routines to reduce their spread.</p> <p>*I can describe which, why and how commonly available substances and drugs can damage my immediate and future health (smoking)</p> <p>*I can identify the risks in different familiar situations. I can identify how to keep safe in the environment and online.</p>	<p>*I can understand the term 'balanced lifestyle'. I can develop the skills to make my own choices about food and understand what might influence my choices.</p> <p>*I can recognise how images in the media and online can affect how people feel about themselves.</p> <p>*I can explain school rules about health and safety, basic emergency aid procedures and where and how to get help.</p> <p>*I can list commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these (alcohol)</p> <p>*I can develop strategies for keeping physically and emotionally safe in a variety of different situations. Also includes cycle safety - Bike ability programme and online safety.</p>



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		* I can confidently talk about change and loss and the feelings associated with this.	*I begin to explore change, including transitions, loss, separation, divorce and bereavement.	*I can confidently talk about change, including transitions, loss, separation, divorce and bereavement.
Relationships	<p>* I can identify and name some feelings and express some of my positive qualities.</p> <p>*I can share my views with others.</p> <p>*I can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>*I can identify special people and what makes them special.</p> <p>*I can identify the difference between secrets and surprises.</p> <p>*I can judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond.</p>	<p>* I can identify, name and manage a wider range of feelings and express with confidence my positive qualities.</p> <p>*I can share my views and opinions and reasons with others.</p> <p>*I can understand simple definitions of bullying and describe why it is wrong. I have simple strategies for dealing with it.</p> <p>*I can identify special people, what makes them special and how they should care for one another.</p> <p>*I can identify the difference between secrets and surprises and the importance of not keeping a secret that makes me feel uncomfortable, anxious or afraid.</p> <p>*I can judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond. (revision)</p>	<p>*I can demonstrate I can recognise my own worth and that of others.</p> <p>*I can express my views and listen to those of others, sometimes needing reminders about showing respect for the views of others.</p> <p>*I can with support, describe the nature and consequences of bullying and can express ways of responding to it.</p> <p>*I can recognise what a positive, healthy relationship is.</p> <p>*I can explain the concept of 'keeping something confidential or secret', when I should or should not agree to this and when it is right to 'break confidence' or 'share a secret'.</p> <p>*I can judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>	<p>*I can demonstrate I can recognise my own worth and that of others and I am able to face new challenges.</p> <p>*I can confidently express my views and listen to the views of others.</p> <p>*I can describe the nature and consequences of bullying and can express ways of responding to it.</p> <p>*I can recognise what a positive, healthy relationship is and develop the skills to form and maintain these.</p> <p>*I can explain the concept of 'keeping something confidential or secret', when I should or should not agree to this and when it is right to 'break confidence' or 'share a secret'. (revision)</p> <p>*I can judge what kind of physical contact is acceptable or unacceptable and how to respond. (revision)</p>



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<p>Living in the wider world</p>	<p>*I can agree and follow rules for my group and classroom, and understand how rules help me.</p> <p>*I understand that I belong to various groups and communities such as family and school.</p> <p>*I can understand that people and other living things have needs and that I have responsibilities to meet them. I understand what improves and what harms their local environment.</p>	<p>*I can contribute ideas for class rules and refer to rules in the context of mine and others behaviour.</p> <p>*I can describe more confidently the different groups and communities I belong to and contribute actively to life of the class and the school.</p> <p>*I can understand what improves and what harms my local environment, what can be done and take more responsibility for looking after them.</p> <p>*I can name a variety of sources that money comes from and use the terms spending and saving.</p>	<p>*I can understand how and why rules are made and enforced, why different rules are needed in different situations.</p> <p>*I can understand what being part of a community means.</p> <p>*I can, understand that I have different responsibilities, rights and duties at home, at school, in the community and towards the environment.</p>	<p>*I can confidently understand how and why rules are made and enforced, why different rules are needed in a variety of different situations.</p> <p>*I can understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe with support, some of the different values and beliefs in society.</p> <p>*I can, understand that I have different responsibilities, rights and duties at home, at school, in the community and towards the environment. I continue to develop the skills to exercise these responsibilities.</p> <p>*I can understand the role that money plays in my own and others' lives. I have an initial concept of the terms 'interest', 'loan', 'debt' and tax.</p>