



# Tatsfield Primary School – PSHE Skills Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Me and My Relationships</b>	<ul style="list-style-type: none"> <li>• I can recognise and be sensitive to the differences of others.</li> <li>• I can name people who help me and describe ways to help others.</li> <li>• I can talk about feelings and what can cause them.</li> <li>• I can tell you which trusted adults I can ask for help.</li> <li>• I can help a friend if they are sad or worried.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name different feelings and how they might make me behave.</li> <li>• I can suggest ways of dealing with 'not so good' feelings and how to help others.</li> <li>• I can recognise when I need help and who to ask.</li> <li>• I can listen to others and wait my turn to speak.</li> <li>• I can tell you which trusted adults at home and school keep me safe.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand we have different ways to express our feelings.</li> <li>• I can express my feelings in a safe, controlled way.</li> <li>• I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</li> <li>• I can tell someone how they are making me feel.</li> <li>• I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</li> </ul>	<ul style="list-style-type: none"> <li>• I can communicate my feelings and use this to try to manage my emotions.</li> <li>• I can collaborate with a team to achieve a goal.</li> <li>• I can accept I may not always agree with others.</li> <li>• I can listen and share my opinions respectfully.</li> <li>• I can say why friends may fall out and how they can make up.</li> <li>• I know how to look after my friends and stay friends.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about how feelings change and be different for others.</li> <li>• I can read different emotions by a persons body language.</li> <li>• I can say 'no' in a calm and controlled way.</li> <li>• I can name some qualities or strategies that help team work. I am aware of others and their needs when working together</li> <li>• I can say what to do if I am, or a friend is, hurt or bullied by another person.</li> <li>• I can recognise the qualities of a healthy relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• I can be assertive to keep myself happy, healthy and safe.</li> <li>• I can use strategies to resolve arguments or disagreements.</li> <li>• I can reflect on my behaviour, attitudes and qualities.</li> <li>• I am aware of the warning signs that a relationship could be unhealthy or unsafe.</li> <li>• I can manage my emotional needs and any risks to them.</li> <li>• I can respond to emotions according to the situation and person.</li> </ul>	<ul style="list-style-type: none"> <li>• I can work through challenges I have with my friends with respect, assertiveness and understanding.</li> <li>• I can give examples of negotiation and compromise. I can use these skills in practical situations.</li> <li>• I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</li> <li>• I can use assertive behaviours to keep myself safe from peer influence or pressure.</li> <li>• I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</li> </ul>
<b>Valuing Difference</b>	<ul style="list-style-type: none"> <li>• I can celebrate our differences.</li> <li>• I can talk about my family life.</li> <li>• I can listen and be polite to what others tell me about their lives.</li> <li>• I can be kind, caring and helpful to others.</li> <li>• I can show good listening</li> </ul>	<ul style="list-style-type: none"> <li>• I can say ways in which people are similar as well as different.</li> <li>• I can say why things sometimes seem unfair, even if they are not to me.</li> <li>• I can talk about what bullying is.</li> <li>• I can say ways to show kindness towards others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can be respectful of those who are different to me.</li> <li>• I can describe how someone can change someone's feelings.</li> <li>• I can tell you why it is important to show good listening to people who think differently to me.</li> <li>• I can name and suggest strategies to someone who feels left out.</li> <li>• I can be kind and use kind words to my friends.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give examples of different types of family. I respect these differences.</li> <li>• I can give examples of different community groups and what is good about having different groups.</li> <li>• I can use respectful language and communication skills when discussing with others.</li> <li>• I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</li> <li>• I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together.</li> <li>• I can suggest ways to deal with bullying and prejudice.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say how differences sometimes cause conflict but can also be something to celebrate.</li> <li>• I can begin to manage conflict by using negotiation and compromise.</li> <li>• I can suggest strategies for dealing with someone who is behaving aggressively.</li> <li>• I can demonstrate ways of showing respect to others' differences.</li> <li>• I can explain why it's important to challenge stereotypes that might be applied to me or others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give examples of different faiths and cultures and positive things about having these differences.</li> <li>• I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>• I can empathise with people who have been, and currently are, subjected to injustice, including through racism.</li> <li>• I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</li> <li>• I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</li> <li>• I can show respect to others by using verbal and non-verbal communication.</li> <li>• I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</li> <li>• I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.</li> <li>• I can recognise how the media can reinforce gender stereotypes and begin to challenge this.</li> </ul>

						<p>do it (trying to live up to their image, taking risks etc.)</p> <ul style="list-style-type: none"> <li>• I can reflect on how individual/group actions can impact on others in a positive or negative way.</li> </ul>	
<b>Keeping Myself Safe</b>	<ul style="list-style-type: none"> <li>• I can tell you what my body needs to stay healthy.</li> <li>• I can make safe decisions around medicines and things I don't know.</li> <li>• I can name some things that can be dangerous inside and outside.</li> <li>• I can tell you what is safe to play online and who to talk to if I feel worried.</li> <li>• I can name the adults who keep me safe and when I might need their help.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)</li> <li>• I can say what I can do if I have strong, but not so good feelings, to help me stay safe</li> <li>• I can say 'no' to unwanted touch and ask for help from a trusted adult.</li> <li>• I can say when medicines can be helpful or might be harmful.</li> <li>• I can tell you how to stay safe around medicine.</li> </ul>	<ul style="list-style-type: none"> <li>• I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.</li> <li>• I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.</li> <li>• I can say what I do and don't like and who to ask for help.</li> <li>• I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</li> <li>• I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say what I could do to make a situation less risky or not risky at all.</li> <li>• I can demonstrate strategies for dealing with a risky situation</li> <li>• I can identify some key risks from and effects of cigarettes and alcohol.</li> <li>• I can give examples of strategies for safe browsing online.</li> <li>• I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate strategies for dealing with a risky situation</li> <li>• I can give examples of people or things that might influence me to take risks and make decisions.</li> <li>• I can give reasons for why most people choose not to smoke, or drink too much alcohol.</li> <li>• I can explain what might happen if people take unsafe or inappropriate risks.</li> <li>• I can identify images that are safe or unsafe to share online.</li> </ul>	<ul style="list-style-type: none"> <li>• I can suggest what someone should do when faced with a risky situation.</li> <li>• I can protect my personal information online. I can recognise disrespectful behaviour online.</li> <li>• I can identify the risks in a specific situation (including emotional risks).</li> <li>• I can discuss social norms relating to cigarettes and what may influence a persons decision to not smoke.</li> <li>• I can support someone who is being bullied.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use safe, respectful and responsible behaviours and strategies when using social media.</li> <li>• I can give examples of how to safely share images online.</li> <li>• I can explain how social norms around alcohol can influence a persons decision whether to drink alcohol or not.</li> <li>• I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.</li> <li>• I can begin to make decisions independently and responsibly.</li> </ul>
<b>Rights and Responsibilities</b>	<ul style="list-style-type: none"> <li>• I can help my family.</li> <li>• I can help to clean and tidy my home and classroom.</li> <li>• I can tell you some ways to look after our world.</li> <li>• I can be kind to friends and others.</li> <li>• I can talk about looking after money.</li> </ul>	<ul style="list-style-type: none"> <li>• I can wash my hands correctly.</li> <li>• I can name ways to look after my home and school.</li> <li>• I can look after a special person or thing.</li> <li>• I can tell you some things that money is spent on.</li> <li>• I can get help if someone has hurt themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make choices that help me play and work well with others.</li> <li>• I can use some strategies when I feel upset or angry.</li> <li>• I can ask for help from a trusted adult.</li> <li>• I can name some ways I can look after my environment.</li> <li>• I can make choices with money.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify people who help me in different ways.</li> <li>• I can spot 'facts' and 'opinions' to help me share ideas.</li> <li>• I can make a plan.</li> <li>• I can choose a method.</li> <li>• I can identify different times and reasons to spend money.</li> <li>• I can give examples of how people earn money.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name some responsibilities and rights that I have.</li> <li>• I can share ideas and make decisions that effect others.</li> <li>• I can give my own opinion based on facts, opinions and other influences.</li> <li>• I can give examples of how I can support others as a bystander.</li> <li>• I can explain how others have a financial responsibility to their families and community.</li> <li>• I can give examples of choices and decisions with money that will affect me.</li> </ul>	<ul style="list-style-type: none"> <li>• I can develop ideas and opinions based on a current issue. I can present these with a group.</li> <li>• I can identify how the responsibilities of others impact me and my community.</li> <li>• I can give examples of barriers that can stop others following their responsibilities.</li> <li>• I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me.</li> <li>• I can suggest ways to spend and save money responsibly.</li> <li>• I can explain some things about finance and money. I can name a person who deals with money in my community.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.</li> <li>• I can discuss the reasons why people post online and the positive and negative effects relating to social media.</li> <li>• I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.</li> <li>• I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.</li> <li>• I can suggest ways that I can help my environment.</li> <li>• I can give examples of why we need a democratic society and how laws keep us safe.</li> </ul>

<p><b>Being My Best</b></p>	<ul style="list-style-type: none"> <li>• I can keep trying if the way I choose doesn't work.</li> <li>• I can talk about the different types of feelings we have.</li> <li>• I can have a go at something new.</li> <li>• I can make my own healthy food choices.</li> <li>• I can make healthy sleep and exercise choices.</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose a healthy meal with different food groups.</li> <li>• I can be persistent when learning a new skill.</li> <li>• I can name a few different ideas of what I can do if I find something difficult.</li> <li>• I can help my friends when they fall out.</li> <li>• I can explain why praise helps me to keep trying.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what happens when I learn something new.</li> <li>• I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</li> <li>• I can explain how hand hygiene stops virus' and germs from spreading.</li> <li>• I can give examples of what I can do and give to my body to stay healthy.</li> <li>• I can name different parts of my body that are inside me and help to turn food into energy.</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose foods that make a balanced meal.</li> <li>• I can explain how washing hands can prevent infections spreading.</li> <li>• I can describe how food, water and air get into the body and blood.</li> <li>• I can set goals and make a plan to develop a new skill.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say how being unique makes everyone special, different and valuable.</li> <li>• I can give examples of choices I make and the choices others make for me.</li> <li>• I can plan a healthy, balanced meal.</li> <li>• I can give examples of the ways people can look after their physical and mental wellbeing.</li> <li>• I can give different examples of some of the things that I do already to help look after my environment.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how one organ functions and how it contributes to the health of my body.</li> <li>• I can explain how choices relating to smoking and drinking can effect a persons health.</li> <li>• I can think of ways to improve a skill and the strategies that will help me do this.</li> <li>• I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</li> <li>• I can give examples of how I am independent and manage my own success.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.</li> <li>• I can set goals so that I can achieve an aspiration.</li> <li>• I can tell you how I can overcome problems and challenges on the way to achieving my goals.</li> <li>• I can identify risk factors in a given situation</li> <li>• I can assess the level of risk and explain how a risk can be reduced.</li> </ul>
<p><b>Growing and Changing</b></p>	<ul style="list-style-type: none"> <li>• I can describe the life cycle of an animal.</li> <li>• I can describe how a baby grows to an adult and what they might need.</li> <li>• I can tell you some things about how babies are made.</li> <li>• I can tell you the scientific names for my body parts.</li> <li>• I can tell you the PANTS rule.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you some things that babies need.</li> <li>• I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.</li> <li>• I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.</li> <li>• I can name the body parts girls and boys have that are the same and which body parts are different.</li> <li>• I can name the adults I can talk to at home and school if I need help.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give support to a friend.</li> <li>• I can describe feelings of loss and suggest what someone can do if a friend moves away.</li> <li>• I can describe the stages of growth I have been through and what I look forward to in my future.</li> <li>• I can name the human private parts that are used to make a baby.</li> <li>• I can talk about keeping private parts private.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what body space is and how it feels when someone is too close to me.</li> <li>• I can tell you some of the different relationships I have.</li> <li>• I can tell you what qualities a healthy positive relationship has.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how change can make a person feel (both negative and positive).</li> <li>• I can explain why young people can have mixed up feelings when they go through puberty.</li> <li>• I can explain why some people choose to get married, have a civil ceremony or live together.</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to manage challenging emotions by building my resilience.</li> <li>• I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.</li> <li>• I can describe how a girls and boys body will change when it reaches puberty.</li> <li>• I can tell you what happens to a womans body when the sperm does not meet the egg.</li> <li>• I can explain why puberty happens.</li> <li>• I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.</li> <li>• I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.</li> <li>• I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.</li> <li>• I can give examples of feelings and emotions people have at times of change.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name some of the feelings and emotions people have during change.</li> <li>• I can give examples of how someone could cope with or get support during puberty.</li> <li>• I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.</li> <li>• I can explain how to stay safe when sharing images and information online.</li> <li>• I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.</li> </ul>