

Progression of skills in PSHE at St Mary's.

Skills	EYFS	KS1		KS2			
	3-4 Year Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health and Wellbeing</b>							
<p><b>Link to Curriculum Overview topics</b></p> <ul style="list-style-type: none"> <li>- <b>Feelings and friendships</b></li> <li>- <b>Health</b></li> <li>- <b>Safety and risk</b></li> </ul> <p><i>Pupils should be taught:</i></p> <ol style="list-style-type: none"> <li>1. What is meant by a healthy lifestyle</li> <li>2. How to maintain physical, mental and emotional health and wellbeing</li> <li>3. How to manage risks to physical and emotional</li> </ol>	<p>Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.</p>	<p>Children can explain ways of keeping safe in familiar and unfamiliar situations. Children can talk about the harmful aspects of some household products and medicines.</p> <p>They can name the main parts of the body. They can explain that people grow from young to old.</p>	<p>Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.</p> <p>Children are able to understand rules for keeping safe; including online and understand what do in an emergency.</p>	<p>Children can make choices about how to develop healthy lifestyles.</p> <p>Children can recognise how to respond and ask for help and understand they may experience a wide range of feelings and how to respond to them.</p>	<p>Children understand who is responsible for our health and wellbeing and when to ask for help. Children understand good hygiene habits.</p> <p>Children understand how their behaviour affects themselves and those around them and how to respond to different feelings.</p>	<p>Children can identify habits and how this can contribute to making choices about their lifestyles. Children can list drugs that are used in everyday life. They understand who is able to help them stay healthy and safe.</p>	<p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p>

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<p>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>	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.          Make healthy choices about food, drink, activity and toothbrushing.          See themselves as a valuable individual.          Show resilience and perseverance in the face of challenge.          Identify and moderate their own feelings socially and emotionally.</p>						
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	<p>Manage their own needs. - personal hygiene. Know and talk about the different factors that support their overall health and well-being.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses.</p>						
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	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.						
<b>Relationships</b>							
<b>Relationships</b> <b>Link to Curriculum Overview topics</b> – <b>-Feelings and friendships</b> <b>-Identity</b> <b>-Safety and risk</b> <i>Pupils should be taught:</i> 1. How to develop and maintain a	Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to	Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.	Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about what makes them special). They can	Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.	They can express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to cope with some friendship problems.	Children can appreciate the range of identities in the UK and demonstrate an understanding of who can help them in the community.  They can discuss some of the bodily and emotional changes at puberty,	They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can

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<p>variety of healthy relationships, within a range of social/cultural contexts.</p> <p>2. How to manage and recognise emotions within a range of relationships</p> <p>3. How to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>4. How to respond to risky relationships and ask for help</p> <p>5. How to respect equality and diversity in relationships</p>	<p>conflicts and rivalries.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p>		<p>set themselves simple goals.</p>			<p>and can talk about where they can get help and support.</p>	<p>demonstrate some ways of dealing with these in a positive way.</p> <p>They can talk what makes a positive or unhealthy relationship.</p>
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	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p>						
<b>Living in the Wider World</b>							
<p><b>Link to Curriculum Overview topics</b></p> <p>-</p> <p><b>-Safety and risk</b></p> <p><b>-Rights and responsibilities</b></p> <p><b>-Money</b></p> <p><b>-Identity</b></p> <p><i>Pupils should be taught:</i></p> <p>1. About respect for self and others and the importance of</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Children can explain different ways that makes them unique as well as recognising differences in themselves and those around them.</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and</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. They can show how they care for the environment</p>	<p>Children can recognise the diverse group of people living in the UK and respect the different values and customs of people around the world.</p> <p>Children can respond to, or challenge, negative</p>	<p>Children can recall strategies to help them stay safe online and in the community.</p> <p>Children understand the role of money in society and strategies on how to manage money.</p>	<p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves by identifying the human rights of a child.</p>

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<p>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 community                  5. About the importance of respecting and protecting the environment                  6. About where money comes from, keeping it safe and the importance of</p>	<p>Develop their sense of responsibility and membership of a community.                  Become more outgoing with unfamiliar people, in the safe context of their setting.                  Begin to make sense of their own life-story and family's history.                  Show interest in different occupations.                  Continue developing positive attitudes about the differences between people.                  Know that there are different</p>		<p>working with friends or classmates). They can identify and respect differences and similarities between people.</p>	<p>(e.g. animals and school grounds).</p>	<p>behaviours such as stereotyping and can identify scenarios when their actions may impact themselves and those around them (e.g. managing risks when crossing the road/alone at the park)</p>		<p>Children can discuss the role of finance in people's lives and how to manage it effectively.</p>
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<p>managing it effectively            7. How money plays an important part in people's lives            8. A basic understanding of Enterprise.</p>	<p>countries in the world and talk about the differences they have experienced.            Talk about members of their immediate family and community.            Name and describe people who are familiar to them.            Recognise that people have different beliefs and celebrate special times in different ways.            Be confident to try new activities and show independence, resilience and</p>						
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	<p>perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Talk about the lives of people around them and their roles in society</p>						
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