

Year 1 PSHE Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<p>Autumn 1 and 2: Being me in my world Celebrating differences</p> <ul style="list-style-type: none"> • Be able to explain why the class is a happy and safe place to learn. • Be able to give different examples where they or others make the class happy and safe. • Know some ways people are different and similar in the class, and why this makes everyone special. • Be able to explain what bullying is and how being bullied might make somebody feel. 		
<p>Spring 1 and 2: Dreams and Goals Healthy me</p> <ul style="list-style-type: none"> • Be able to explain how it feels when they are successful and how this can be celebrated positively. • Be able to say why their internal treasure chest is an important place to store positive feelings. • Be able to explain why they think their body is amazing and can identify a range of ways to keep it safe and healthy. • Be able to give examples of when being healthy can help them feel happy. 		
<p>Summer 1 and 2: Relationships Changing me</p> <ul style="list-style-type: none"> • Be able to explain why they have special relationships with some people and how these relationships help them to feel safe and good about themselves. Can also explain how their qualities can help these relationships. • Be able to give examples of behaviour in other people that is appreciated and behaviours that are not. • To be able to compare how they are now to when they were a baby and explain some of the changes that will happen as they get older. Can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. • Can explain why some changes that are experienced might feel better than others. 		

Year 2 PSHE Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<p>Autumn 1 and 2: Being me in my world Celebrating differences</p> <ul style="list-style-type: none"> To be able to explain why behaviour can impact on other people in the class. Can compare their own and their friends' choices and express why some choices are better than others. To be able to explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. To be able to explain how it feels to have a friend and be a friend. Can also explain why it is ok to be different from their friends. 		
<p>Spring 1 and 2: Dreams and Goals Healthy me</p> <ul style="list-style-type: none"> To be able to explain how to play a part in a group to create the end product. Can explain how everyone's skills complemented each other. To be able to explain how it felt to be part of a group and can identify a range of feelings about group work. To be able to explain why foods and medicine can be good for the body comparing these ideas with less healthy/unsafe choices. To compare their own and their friends' choices and can express how it feels to make healthy and safe choices. 		
<p>Summer 1 and 2: Relationships Changing me</p> <ul style="list-style-type: none"> To be able to explain why some things might make relationships feel uncomfortable and compare this relationships that feel safe and special. To be able to give examples of some different problem solving techniques and explain how these could be used in certain situations in relationships. Can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. Can explain why some types of touches feel ok and others don't. Can say what they like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently. 		

Year 3 PSHE Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<p>Autumn 1 and 2: Being me in my world Celebrating differences</p> <ul style="list-style-type: none"> To be able to explain how behaviour can affect how others feel and behave. To be able to explain why it is important to have rules and how that helps everyone to learn. Can explain why it is important to feel valued. Can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. Can say how being involved with a conflict can make someone feel and can offer strategies to help the situation e.g. solve it together or ask for help. 		
<p>Spring 1 and 2: Dreams and Goals Healthy me</p> <ul style="list-style-type: none"> To be able to explain the different way that help them learn and they need to do to improve. To be confident and positive when sharing successes with others. Can explain how these feelings can be stored in their internal treasure chest and why this is important. Can identify things, people and places that they need to keep safe from, and can say some strategies for keeping them safe and healthy including who to go to for help. Can express how being anxious/scared and unwell feels. 		
<p>Summer 1 and 2: Relationships Changing me</p> <ul style="list-style-type: none"> To be able to explain how my life is influenced positively by people they know and also by people from other countries. To be able to explain why their choices might affect their family, friendships and people around the world who they don't know. To be able to explain how boys' and girls' bodies change on the inside/outside during the growing up process and can say why these changes are necessary for making babies later on in life. To recognise how they feel about these changes happening and can suggest some ideas to cope with these feelings. 		

Year 4 PSHE Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
Autumn 1 and 2: Being me in my world Celebrating differences <ul style="list-style-type: none"> • To be able to explain why being listened to and listening to others is important in the school community. • To be able to explain why being democratic is important and can help everyone to feel valued. • To be able to talk about a time when the first impression of someone changed over time. Can also explain why bullying might be difficult to spot and what to do about it if unsure. • To be able to explain why it is good to accept their self and others for who we are. 		
Spring 1 and 2: Dreams and Goals Healthy me <ul style="list-style-type: none"> • To be able to plan and set new goals even after a disappointment. • To be able to explain what it means to be resilient and to have a positive attitude. • Can recognise when people are putting them under pressure and can explain ways to resist this. • Can identify feeling of anxiety and fear associated with peer pressure. 		
Summer 1 and 2: Relationships Changing me <ul style="list-style-type: none"> • Can recognise how people are feeling when they miss a special person or animal. • Can give ways that might help themselves manage feelings when missing a special person or animal. • Can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby later on in life. • To be able to explain some of the choices that might be made in the future and some of the choices that cannot be controlled. Can offer suggestions about how to manage feelings when changes happen. 		

Year 5 PSHE Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<p>Autumn 1 and 2: Being me in my world / Celebrating differences</p> <ul style="list-style-type: none"> To be able to compare their life with other people in the country and explain why there are rules, rights and responsibilities to try and make the school and the wider community a fair place. To be able to explain how the actions of one person can affect another and give examples of this from school and a wider community context. To be able to explain the differences between direct and indirect types of bullying and can offer a range of strategies to help themselves and others if they become involved in a bullying situation. To be able to explain why racism and other forms of discrimination are unkind. Can express feelings about discriminatory behaviour. 		
<p>Spring 1 and 2: Dreams and Goals/ Healthy me</p> <ul style="list-style-type: none"> Can compare own hopes and dreams with those of young people from different cultures. Can reflect on the hopes and dreams of young people from other cultures and explain how this makes them feel. To be able to explain different roles that food and substances can play in people's lives. Can also explain how people can develop eating problems relating to body image pressures and how smoking and alcohol misuse is unhealthy. Can summarise different ways to respect and value own body. 		
<p>Summer 1 and 2: Relationships/ Changing me</p> <ul style="list-style-type: none"> Can compare different types of friendships and the feelings associated with them. Can also explain how to stay safe when using technology to communicate with friends, including how to stand up for themselves, negotiate and to resist peer pressure. Can apply strategies to manage feelings and the pressures that they may face to use technology in ways that may be risky or cause harm to themselves or others. To be able to explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important. Can also summarise the process of conception. Can express how they feel about the changes that will happen during puberty and accept that these changes might happen at different times to friends. 		

Year 6: Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<p>Autumn 1 and 2: Being me in my world / Celebrating differences</p> <ul style="list-style-type: none"> To be able to explain how their choices can have an impact on people in their immediate community and globally. Can empathise with others in the local community and globally and explain how this can influence the choices made. To be able to explain ways in which difference can be a source of conflict or a cause for celebration. Can show empathy with people in situations where their difference is a source of conflict or a cause for celebration. 		
<p>Spring 1 and 2: Dreams and Goals/ Healthy me</p> <ul style="list-style-type: none"> To be able to explain different ways to work with others to help make the world a better place. To be able to explain what motivates themselves to make the world a better place. To be able to explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual or others. To be able to identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure. 		
<p>Summer 1 and 2: Relationships / Changing me</p> <ul style="list-style-type: none"> To be able to identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. To be able to explain the feelings that might be experienced if they were to lose somebody special and when they need to stand up for themselves in real or online situations. Can offer strategies to help manage those feelings and situations. Can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. To recognise feelings about becoming a teenager and about the development and birth of a baby. 		