



# HOLBROOK C of E PRIMARY

## PSHE - Progression of Skills

### **Relationships:**

*Pupils should be taught:*

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.

### **Health and Well-being**

*Pupils should be taught:*

what is meant by a healthy lifestyle  
how to maintain physical, mental and emotional health and wellbeing  
how to manage risks to physical and emotional health and wellbeing  
ways of keeping physically and emotionally safe  
about managing change, including puberty, transition and loss  
how to make informed choices about health and wellbeing and to recognise sources of help with this  
  
how to respond in an emergency  
  
to identify different influences on health and wellbeing

### **Living in the Wider World**

*Pupils should be taught:*

about respect for self and others and the importance of responsible behaviours and actions  
about rights and responsibilities as members of families, other groups and ultimately as citizens  
about different groups and communities  
to respect equality and to be a productive member of a diverse community  
about the importance of respecting and protecting the environment  
about where money comes from, keeping it safe and the importance of managing it effectively  
how money plays an important part in people's lives

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Relationships</b></p> <p><i>Pupils should be taught:</i></p> <p>how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>how to recognise and manage emotions within a range of relationships</p> <p>how to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>how to respond to risky or negative relationships and ask for help</p> <p>how to respect equality and diversity in relationships.</p>	<p><b>I can talk about my feelings</b></p> <p><b>I can talk about my family</b></p> <p><b>I can say ‘no’ is something is upsetting me</b></p> <p><b>I can ask for help</b></p> <p><b>I can talk about my feelings</b></p>	<p>I can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</p> <p><b>I can say what I like and dislike</b></p> <p><b>I know that families share love</b></p> <p><b>I can name someone I could talk to if I was worried about something</b></p>	<p>I can demonstrate that I can manage some feelings in a positive and effective way.</p> <p>I am beginning to share my views and opinions (for example talking about fairness).</p> <p>I can set myself simple goals.</p> <p><b>I can recognise similarities and differences in families</b></p>	<p>I can talk about what makes me and others special.</p> <p>I can share my ideas confidently and listen to and show respect for the views of others.</p> <p><b>I can describe a range of families</b></p>	<p>I can listen and respond respectfully to the ideas of others</p> <p>I can suggest some ways to deal with emotions such as anger or worry</p> <p>I know what makes a good friend and I know how to cope with some friendship problems.</p> <p><b>I have a trusted adult I can talk to.</b></p>	<p>I can suggest strategies for dealing with challenges.</p> <p>I can identify some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</p> <p>I recognise that families can be very different to each other but that healthy relationships are marked by love and respect.</p> <p>I can identify some ways of getting help with relationships, including a trusted adult or childline</p>	<p>I can identify positive ways to face new challenges (for example the transition to secondary school).</p> <p>I know the main bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</p> <p>I can use a range of strategies to deal with bigger emotions such as anger or anxiety</p> <p>I can talk about things to look for in healthy relationships and can give some negative aspects too which might make a relationship abusive or unhealthy</p>

<p><b>Health and Wellbeing</b> Pupils should be taught:</p> <p>what is meant by a healthy lifestyle how to maintain physical, mental and emotional health and wellbeing how to manage risks to physical and emotional health and wellbeing ways of keeping physically and emotionally safe about managing change, including puberty, transition and loss how to make informed choices about health and wellbeing and</p>	<p>I know that exercise helps me to be healthy</p> <p>I can brush my teeth</p> <p>I know that I need to sleep well to stay healthy</p>	<p>I know some of the main ways to be healthy:</p> <ul style="list-style-type: none"> <li>• Brushing teeth</li> <li>• Getting exercise</li> <li>• Rest and sleep</li> <li>• Eating a healthy diet</li> </ul> <p>I understand what ‘private’ means and which parts of my body are private to me</p> <p>I understand what it means to respect other people’s privacy</p>	<p>I can make choices which show I understand how to stay healthy</p> <p>Children know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p>	<p>Children can make choices about how to develop healthy lifestyles.</p> <p>Children can identify what positively and negatively affects their physical, mental and emotional health</p> <p>reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>I can talk about a range of emotions and how these feel in the body.</p>	<p>differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ <small>[SEP]</small></p> <p>to recognise, predict and assess risks in different situations and decide how to manage them responsibly</p>	<p>I can identify some factors that affect emotional health and well-being.</p> <p>I can identify and explain how to manage the risks in different familiar situations.</p> <p>How their body will, and their emotions may, change as they approach and move through puberty</p>	<p>I can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.</p> <p>I can talk about taking care of my body, understanding that they have the right to protect their body from inappropriate and unwanted contact;</p>
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<p>to recognise sources of help with this</p> <p>how to respond in an emergency</p> <p>to identify different influences on health and wellbeing</p>							
<p><b>Living in the Wider World.</b></p> <p><i>Pupils should be taught:</i></p> <p>about respect for self and others and the importance of responsible behaviours and actions</p> <p>about rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>about different groups and communities</p> <p>to respect equality and to be a productive member of a</p>		<p>I can explain different ways that family and friends should care for one another.</p> <p>I know how I can contribute to the life of the classroom and school</p> <p>I know that people can be different in lots of ways and that our differences make us special</p>	<p>I can recognise the effect of their behaviour on other people, and can cooperate with others.</p> <p>They can identify and respect differences and similarities between people.</p>	<p>Children can explain how their actions have consequences for themselves and others.</p> <p>I can research, discuss and debate topical issues, problems and events that are of concern to me</p>	<p>I can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).</p>	<p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</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.</p> <p>They can talk about a range of jobs, and explain how they will develop skills to work in the future.</p> <p>They can demonstrate how to look after and save money.</p>

<p>diverse community</p> <p>about the importance of respecting and protecting the environment</p> <p>about where money comes from, keeping it safe and the importance of managing it effectively</p> <p>how money plays an important part in people's lives</p> <p>a basic understanding of enterprise.</p>							
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Live “life in all its fullness” John 10:10