

**PSHE Progression in Skills**  
**Key Stage One**



	Children needing support to achieve key skills	Children surpassing key skills
<p><b><u>Core Theme 1: Health and wellbeing</u></b></p> <p>I can set myself simple goals and understand about trying to be independent. I can make simple choices about some aspects of my health and well-being (for example by choosing between different foods and between physical activities and knowing that I need sun protection), and know what keeps me healthy (for example exercise and rest).</p> <p>I can explain ways of keeping clean (for example by washing my hands and keeping my hair tidy) and I can name the main parts of my body.</p> <p>I can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).</p> <p>I can explain that people grow from young to old.</p> <p>I can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).</p> <p>I can talk about and describe my feelings to others, including feelings associated with change and loss.</p> <p>I can keep myself physically, emotionally and environmentally safe.</p> <p><b><u>Core Theme 2: Relationships</u></b></p> <p>I can identify and name some feelings (for example through interpreting facial expressions) and express some of my positive qualities, and can manage these feelings effectively.</p> <p>I have begun to share my views and opinions (for example talking about fairness).</p> <p>I can listen to others people's views; playing and work co-operatively, and offering constructive support to my friends.</p> <p>I can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p>		

I can recognise the effect of my behaviour on other people, and can cooperate with others (for example by playing and working with friends).  
I can identify that my own, and other people's, bodies and feelings can be hurt and to judge what kind of physical contact makes me feel comfortable or not.

**Core Theme 3: Living in the wider world**

I can contribute to all aspects of school life, and understand how to follow rules (including sharing and borrowing).

I can show respect to various groups and communities.

I can talk about my local environment and ways to look after it.

I can demonstrate my understanding about the role money plays in my life.



**PSHE Progression in Skills**  
**Lower Key Stage Two**

	Children needing support to achieve key skills	Children surpassing key skills
<p><b><u>Core Theme 1: Health and wellbeing</u></b></p> <p>I can demonstrate that I recognise my own worth and that of others (for example by making positive comments about myself and classmates).</p> <p>I can express my views confidently and listen to and show respect for the views of others,</p> <p>I can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise and my own safety).</p> <p>I can identify some factors that affect my physical, mental and emotional health and well-being (for example exercise or dealing with emotions), and am aware of the pressures to behave unacceptably, unhealthy or risky.</p> <p>I can demonstrate my understanding of bacteria and viruses and the implications they have on people's health.</p> <p>I have aspirations and can set realistic goals for myself.</p> <p>I can extend my vocabulary to enable me to explain good and not so good feelings and emotions.</p> <p>I can deal with conflict.</p> <p>I can talk about change (including transition and bereavement).</p> <p>I can differentiate between risk, danger and hazard.</p> <p>I can demonstrate my understanding of the importance of protecting my personal information.</p> <p><b><u>Core Theme 2: Relationships</u></b></p> <p>I can explain how my actions have consequences for myself and others.</p> <p>I can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>I can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example</p>		

listening, supporting, caring).

I can recognise and respond to a wider range of feelings in others and can maintain positive and healthy relationships.

I can recognise and manage dares, and challenge stereotypes.

**Core Theme 3: Living in the wider world**

I can explain why and how rules and laws protect me.

I can talk about what is meant by human rights and universal rights, and understand what is meant by anti-social and aggressive behaviour.

I can talk about what it means to be part of a community, and the range of national, regional, religious and ethnic identities in the UK.

I can demonstrate my understanding of the role of money in lives, including the concepts of spending and saving.



**PSHE Progression in Skills**  
**Upper Key Stage Two**

	Children needing support to achieve key skills	Children surpassing key skills
<p><b><u>Core Theme 1: Health and wellbeing</u></b></p> <p>I can talk about what positively and negatively affects my physical, mental and emotional health (including the media), and that I should take the opportunity to make my own choices.</p> <p>I can show my understanding of a 'balanced lifestyle'.</p> <p>I can identify positive ways to face new challenges (for example the transition to secondary school).</p> <p>I can discuss 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 can talk about human reproduction.</p> <p>I can make judgments and decisions and can list some ways of resisting negative peer pressure around issues affecting my health and well-being.</p> <p>I can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).</p> <p>I can recognise how the media influences how people feel about themselves.</p> <p>I can explain what is meant by the term 'habit'</p> <p>I can differentiate between legal and illegal substances and the implications they can have on future health and safety.</p> <p>I have aspirations and can set realistic goals for myself.</p> <p>I have deepened my understanding of feelings, so that I can recognise both the range and intensity my feelings towards others.</p> <p>I can deal with conflict in a mature and appropriate way.</p> <p>I can differentiate between risk, danger and hazard.</p> <p>I can talk about bacteria and viruses, and the implications they have on our health.</p> <p>I can demonstrate my understanding of the importance of protecting my personal information, and have developed strategies for keeping myself</p>		

physically and emotionally safe.

I recognise people who are responsible for helping me stay healthy and safe.

### **Core Theme 2: Relationships**

I can respond to negative behaviours such as stereotyping and aggression in a positive way.

I can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from myself - including understanding that both civil partnerships and marriage are examples of commitment between two people that are of legal age to make that commitment.

I can recognise and respond appropriately to a wider range of feelings in others and understand what constitutes towards maintaining positive and healthy relationships with others.

I can understand that my actions affect myself and others.

I am aware of differences and similarities between people, including sexual orientation (referring to the Equality Act 2010).

I can understand the consequences of discrimination (including bullying, cyber bullying and prejudice-based language).

### **Core Theme 3: Living in the wider world**

I can talk about a range of jobs, and explain how they will develop skills to work in the future.

I can demonstrate my understanding of the role that money plays in my life, and can explain how I can look after and save money.

I can understand the concept of 'interest', 'loan', 'debt' and 'tax'.

I can show examples of research and discuss topical issues concerning health and wellbeing and offer recommendations.

I can explain why and how rules and laws protect me and others.

I can talk about my human rights and understand peoples' universal rights.

I can explain what is meant by anti-social and aggressive behaviour.

I can talk about what it means to be part of a community, and the range of national, regional, religious and ethnic identities in the UK.

I can discuss and make links when looking at the lives of people, with different values and customs to me, living in other places.

I can understand that our economic choices have an effect on the sustainability of our environment.  
I can demonstrate many skills relating to enterprise.  
I can explore the effects of, and make valid critique, towards media and their influences on young people.

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