



Progression of skills in PSHE and SRE

	<u>Self regulation</u>	<u>Managing Self</u>	<u>Building Relationships</u>
EYFS end Reception EYFS document	<p>Display an understanding of their own feelings and those of others and begins to regulate their behaviour accordingly.</p> <p>Demonstrate and works towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Display focused attention to what the teacher says, responding appropriately even when engaged in activity and shows an ability to follow instructions involving several ideas or actions</p>	<p>Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Explains reason for rules knows right from wrong and tries to behave accordingly.</p> <p>Display confidence to try new activities and shows independence, resilience and perseverance in the face of challenge</p>	<p>Play cooperatively, taking turns with others.</p> <p>Take account of one another's ideas about how to organise their activity. Show sensitivity to others needs and feelings, and form positive relationships with adults and other children</p>

	<u>Relationships</u>	<u>Living in the wider world</u>	<u>Health and wellbeing</u>
Year 1	<p>Name people who care for them and family types. Name parts of the body</p> <p>Identify and name some feelings (feeling happy or worried for example) and say some of their positive qualities.</p> <p>Awareness of positive and negative communication online and how to report it.</p>	<p>Explain the rules are for caring for others. Looking after the environment. Awareness of using the internet and digital devices and communication online</p>	<p>Explain ways of keeping clean, healthy through food and exercise. They can name the main parts of the body. Explain that people grow from young to old. How rules and age restrictions help us keeping safe online.</p>
Year 2	<p>Know what a family is and the different types. Know who to tell if someone is hurting them.</p> <p>Demonstrate that they can manage some feelings in a positive and effective way. Recognising bullying is wrong and who to help if they need help</p> <p>Know the characteristics of a good friend and share the qualities and know they will care for them</p> <p>Know ways of keeping physically and emotionally safe online.</p> <p>Awareness if similarities and differences of themselves and opposite gender. Use correct terminology for body parts.</p> <p>Know the meaning of privacy</p>	<p>Demonstrates ways that they belong to a group know roles and responsibilities. Know ways of keeping safe online and recognising online content and information</p> <p>Recognise what money is and why it is needed and the ability to look after money</p>	<p>Make simple choices about some aspects of their health and well-being and know what keeps them healthy. Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</p> <p>Growing older and naming parts of the body.</p> <p>Awareness of safety in different environments.</p>

Year 3	<p>Express what makes a family and the features, positive aspects, differences and who to tell if they are being hurt. Express the different characteristics of friendships and who they can trust.</p> <p>Awareness of privacy and personal boundaries and who to tell if they feel uncomfortable.</p> <p>Consequences of bullying face to face and online and can express how to respond to it.</p> <p>Express respectful behaviour, treating others politely and show courtesy to different cultures.</p> <p>Awareness of dangers in different environments and know who to tell.</p>	<p>Express the value of rules and laws, rights of freedom and responsibilities</p> <p>Explain the internet is used for assessing information online.</p> <p>Awareness of different jobs, skills, stereotypes and setting goals.</p>	<p>Make choices about how to develop healthy lifestyles, that effect feeling.</p> <p>Express personal strengths and achievements, managing and reframing setbacks.</p> <p>Explains ways of minimising risks and hazards in the local environment and unfamiliar places</p>
Year 4	<p>Know what a friend is and does and how to cope with some friendship problems.</p> <p>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>Know how to identify risks online and know the differences face to face and online friendships and who they report them to.</p> <p>Express how to be assertive in different situations.</p> <p>Express when its right to break confidence to share a secret.</p> <p>Awareness of respect of differences between gender, race and faith.</p> <p>Express what they have in common with others such as shared values, likes, dislikes and aspirations. Respecting differences and similarities.</p> <p>Express how behaviour affects others and helping to stop violence.</p> <p>Demonstrated how to recognise and respond appropriately to a wide range of feelings</p>	<p>Describe what makes a community shared responsibilities.</p> <p>Express how date is shared and used.</p> <p>Describe making decisions about money and how it is used and keeping it safe.</p>	<p>List the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p> <p>Express how to maintain a healthy lifestyle, oral hygiene and dental care.</p> <p>Identify factors of physical and emotional changes in puberty. External genitalia, personal hygiene routines, support with puberty.</p>

Year 5	<p>Discuss and identify different types of relationships between acquaintances, friends, relatives and families.</p> <p>Discuss civil partnership, marriages and committed relationships are between 2 people who love and care for each other.</p> <p>Discuss physical touch and what is acceptable and unacceptable and who to contact if they feel worried or uncomfortable.</p> <p>Explain how to stay safe when using technology to communicate with my friends. Recognise and resist pressure to use technology in ways that may be risky or cause harm to myself or others. Explain how to report.</p> <p>Explain what discrimination means and can talk about the different types and its impact on individuals and groups and know how to challenge safely</p>	<p>Respond to protecting the environment and compassion towards others.</p> <p>Discuss how information online is targeted through different media type.</p> <p>Discuss identifying job interests, aspirations and what influences career choices, work place stereotypes.</p>	<p>Identify healthy sleeping patterns, sun safety, medicine, vaccinations immunisations and allergies.</p> <p>Identify some factors that affect emotional health and well-being. Identify and explain how to manage the risks in different familiar situations.,</p> <p>Discuss responding to emergencies and first aid and FGM.</p>
Year 6	<p>Identify healthy friendship and relationships and recognise unhealthy and the importance of seeking permission.</p> <p>Explain the difference between gender identity and sexual orientation and understand everyone has the right to be loved.</p> <p>Identify the different types of attractions and different kinds of loving relationships.</p> <p>Express the qualities of a healthy relationship. And the right to refuse a forced marriage Define marriage and civil partnership.</p> <p>Identify and recognise physical touch and what is acceptable and unacceptable and who to tell if needed.</p> <p>Discuss human and children's rights.</p> <p>Express issues respectfully and listen to respect others points of view and the strategies to challenge face to face and online.</p> <p>Explain links between values and positive behaviour and role models.</p> <p>Express and identify pressures to behave acceptable, unhealthy or risky ways, from a variety of sources. Express secrets and who to tell.</p>	<p>Talk about valuing diversity, challenging discrimination and stereotyping</p> <p>Talking about sharing things online.</p> <p>Discuss influences and attitudes to money and financial risks.</p>	<p>Explain what effect mental health and ways to take care of it. Managing change, loss, bereavement and managing time online</p> <p>Explain human reproduction, birth, increasing independence and managing transition to high school.</p> <p>Explain keeping personal information safe. make judgements and decisions around drug use the law drug use and the media</p>

