

**Shillington Lower school and Stondon Lower school (Shillington and Stondon Federation)**  
**Skills progression grid**

	Date	PSHE Skills Progression Review date	Subject Leader
	April 2021	September 2022	Ciara Dumbleton
<p>This document aims to give guidance on the progression of skills and knowledge across the year groups. It is used to support planning the year groups long term overviews that break up content into half termly blocks. As children make progress through the school, it is expected that they can demonstrate a wider range of independent skills and knowledge in the 6 PSHE units. In PSHE, like in other subjects, we recognise the importance that a range of different teaching methods could be used in supporting pupils to know more, understand more and remember more. In PSHE, strategies to engage and energise children and create an environment that impacts positively on their ability to learn are used. A variety of teaching styles are used to engage children and questioning techniques are used to elicit children's understanding. These will be evident in observations and work in books in order that learning opportunities in PSHE are as effective as possible and that pupils make progress throughout the year and across different years.</p>			

Core theme	Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Relationships</b>	<b>Me and My Relationships</b>	<p>Recognise and be sensitive to the differences of others.</p> <p>Talk about feelings and what can cause them.</p>	<p>Name different feelings and how they might influence behave.</p> <p>Suggest ways of dealing with 'not so good' feelings and how to help others.</p>	<p>Understand feelings can be expressed in different ways.</p> <p>Express feelings in a safe, controlled way.</p>	<p>Communicate feelings and use this to try to manage emotions.</p> <p>Accept people may not always agree with each other.</p>	<p>Talk about how feelings change and can be different for others.</p> <p>Read different emotions by a person's body language.</p>	<p>Respond to emotions according to the situation and person.</p> <p>Use strategies to resolve arguments or disagreements.</p>	<p>Work through friendship challenges with respect, assertiveness and understanding.</p> <p>Give examples of negotiation and compromise and use these skills in practical situations</p>

		<p>Name people who can help and describe ways to help others.</p> <p>Explain which trusted adults can be asked for help.</p> <p>Help a friend if they are sad or worried.</p>	<p>Recognise when help is needed and who to ask.</p>	<p>Explain to others how they make them feel.</p> <p>Explain what bullying is and how to get help .</p>	<p>Listen and share opinions respectfully.</p> <p>Explain why people may be bullied</p>	<p>Say 'no' in a calm and controlled way.</p> <p>Explain what to do if I they, or a friend is, hurt or bullied by another person.</p>	<p>Reflect on my behaviour, attitudes and qualities.</p> <p>Identify warning signs that a relationship could be unhealthy or unsafe.</p>	<p>Identify types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</p> <p>Use assertive behaviours to keep myself safe from peer influence or pressure.</p>
				<p>Identify reasons friends may fall out and how to be a good friend.</p>	<p>Collaborate with a team to achieve a goal.</p>	<p>Name some qualities or strategies that help team work. I am aware of others and their needs when working together.</p> <p>Recognise the qualities of a healthy relationship.</p>	<p>Manage personal emotional needs and any risks to them.</p> <p>Be assertive to keep happy, healthy and safe</p>	<p>Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p>
<b>Vocabulary</b>		<p><b>Special, special people, practise, effort, same, different, favourite, family, friends,</b></p>	<p><b>Rules, safe, responsibility, work together, feelings, body language, emotions, support, hurt, heal, family,</b></p>	<p>Safe, feelings, <b>bullying, teasing, repeated,</b> friendship, <b>friendly</b></p>	<p>Rules, <b>safety,</b> responsibility, <b>loss,</b> feelings, <b>cooperate, collaborate, falling out</b></p>	<p>Feelings, <b>devastated, miserable distressed ignored, isolated abandoned</b></p>	<p>Collaborate, compromise, conflict, <b>resolution, unhealthy relationship,</b></p>	<p>Collaborate, team work, <b>negotiation,</b> compromise, <b>balanced friendship,</b></p>

		help, feelings, emoji	special people, friendship, making up, listening		making up compromise, conflict, point of view, dare, persuade, continuum, opinions, respectful, courteous, challenging, strategies point of view, apologise	apologetic regretful, remorseful rueful, repentant aching, excruciating agonising, painful, positive, healthy relationship, respect responsibilities, qualities, excluded, assertive, aggressive, negotiate, consequences, assertive, compromise, respectful, tease, bully, body language, pressure	verbal abuse, physical abuse, sexual abuse, uncomfortable touching, assertive, passive, aggressive, non-verbal, body language, tone of voice	assertive, peer pressure, resolution, sensitive, civil partnership, forced marriage, identify theft
<b>Relationships</b>	<b>Valuing Difference</b>	Celebrate differences.	Identify ways in which people are similar as well as different.	Be respectful of those who are different to them.	Give examples of different types of family and respect these differences.	Recognise how differences sometimes cause conflict but can also be something to celebrate.	Give examples of different faiths and cultures and positive things about having these differences.	Describe how empathy can help people to be more tolerant and understanding of those who are different from them.
		Talk about family life.	Explain why things sometimes seem unfair.	Describe how someone can change	Talk about examples in the classroom	Begin to manage conflict by using	Reflect on how individual/group actions can	

				someone's feelings.	where respect and tolerance have helped to make it a happier, safer place.	negotiation and compromise.	impact on others in a positive or negative way.	
		Listen and be polite to what others share about their lives.	Listen to others and wait my turn to speak.	Explain why it is important to show good listening to people who think differently to them.	Use respectful language and communication skills when discussing with others.	Demonstrate ways of showing respect to others' differences.	Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	Show respect to others by using verbal and non-verbal communication.
		Be kind, caring and helpful to others.	Identify ways to show kindness towards others.	Be kind and use kind words to friends.	Suggest ways to deal with bullying and prejudice.	Explain why it's important to challenge stereotypes.	Empathise with people who have been, and currently are, subjected to injustice, including through racism.	Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.
			Talk about what bullying is.	Name and suggest strategies to someone who feels left out.	Name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together.	Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.		

							Give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)	Recognise how the media can reinforce gender stereotypes and begin to challenge this.
							Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.	Identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.
<b>Vocabulary</b>		Special, likes, dislikes, favourite, same different, family, friendship	Same, different, <b>difference, respect, tease, bullying, behaviour, rules, safe, fair, unfair, special people, qualities</b>	<b>Unique</b> , respect, feelings, behaviour, <b>cooperate, listening, problem</b>	Family, <b>adoption, fostering, same-sex couple, blended family, community, belonging, respect, similarities, prejudice belonging, cooperation, differences, disability,</b>	<b>Negotiation, compromise, body space, invade, acquaintances, apologise, similarities, differences, stereotype, respect</b>	Friendship, <b>excluded, discrimination, metaphor, diverse, multicultural society, sexual orientation, gender identify, gender expression,</b>	<b>Witness, bystander,</b> unique, positive feedback confidence, self-esteem, unique, diverse, <b>biological sex,</b> sexual orientation, gender identify, gender

					identity, gender, bullying, race, courtesy, sexuality		reactions, consequences.	expression, stereotype, <b>point of view, cultural norms, empathy,</b> body language, prejudice, respect, tolerance, stereotype, gender stereotype, <b>media influence, assumption.</b>
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<b>Health and wellbeing</b>	<b>Keeping myself safe</b>	Tell you what my body needs to stay healthy.	Talk about the things my body needs to stay well (exercise, sleep, healthy foods)	Keep myself safe around medicines and explain that they can be helpful or harmful, and say how they can be used safely.	Say what I could do to make a situation less risky or not risky at all.	Demonstrate strategies for dealing with a risky situation	Suggest what someone should do when faced with a risky situation.	Use safe, respectful and responsible behaviours and strategies when using social media.
		Can make safe decisions around medicines.	Say when medicines can be helpful or might be harmful.	Explain how to stay safe around medicines	Demonstrate strategies for dealing with a risky situation	Give examples of people or things that might influence people to take risks and make decisions.	Protect personal information online and recognise disrespectful behaviour online.	Give examples of how to safely share images online.  Discuss the reasons why people post online and the positive and negative effects relating to social media.

		Name some things that can be dangerous inside and outside.	Say 'no' to unwanted touch and ask for help from a trusted adult.	Express preferences of likes and dislikes and know who to ask for help.	Identify some key risks from and effects of cigarettes and alcohol.	Give reasons for why most people choose not to smoke, or drink too much alcohol.	Identify the risks in a specific situation (including emotional risks).	Identify risk factors in a given situation and assess the level of risk.  Explain how a risk can be reduced.  Explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not.
		Say what is safe to play online and who to talk to if feel worried.	Say what I can do if I have strong, but not so good feelings, to help me stay safe	Give some examples of safe and unsafe secrets and name safe people who can help if something feels wrong.	Give examples of strategies for safe browsing online.	Explain what might happen if people take unsafe or inappropriate risks.	Discuss social norms relating to cigarettes and what may influence a person's decision to not smoke.	Suggest positive ways to meet their own emotional needs and how this impacts behaviour.
		Name the adults who keep me safe and when I might need their help.		Give examples of touches that are ok or not ok and identify a safe person to tell if I felt 'not OK' about something.	Identify personal information and when it is not appropriate or safe to share this. Get help when an unsafe situation online occurs.	Identify images that are safe or unsafe to share online.	Support someone who is being bullied.	Begin to make decisions independently and responsibly.
<b>Vocabulary</b>		<b>Clean, safe, unsafe, sleep, water</b>	<b>Energy, food, water,</b>	<b>Sleep, medicine, safety, uncomfortable,</b>	<b>Trust, safe, unsafe, danger, risk, risky, strategies,</b>	<b>Danger, risk, risky, hazard, hazardous, privacy, privacy</b>	<b>Habit, addiction, bullying, cyber</b>	<b>Social media, parental consent, trolling,</b>

		Food, fresh air Cuddle, medicine, chemist, doctor grown up, uncomfortable, worried, trust	air, oxygen, exercise, sleep, healthy, dairy, fruit vegetables , sugar, salt, cereal, meat, privates, trust	surprise, secret, genitals, penis, vulva, private, private parts, Consent, permission, secret, uncomfortable unsafe, trusted adult	consequence, drugs, cigarettes, nicotine, alcohol, browsing, phishing, search engine, fake news, internet safety, decisions, strategies, medicines, helpful, harmful, instructions.	settings, security, dare, assertive, medicine, drug, choices, social norm, persevere, influence, consequences	bullying, dare, pressure, drugs, cigarettes, alcohol, norms, perception, assertive, risk taking, legal, illegal,	permission, sexual images, habit, addiction emotional needs, drug, legal, illegal, possess, supply, produce, penalties, short term effects, long term effects, physical needs, emotional needs.
Living in the wider world	Rights and Responsibilities	Help to clean and tidy my home and classroom.  Say some ways to look after our world.	Name ways to look after my home and school.  Look after a special person or thing.	Name some ways to look after the environment.	I can spot 'facts' and 'opinions' to help share ideas.	Share ideas and make decisions that affect others.  Give own opinions based on facts, opinions and other influences.	Develop ideas and opinions based on a current issue and present these with a group.	Tell the difference between 'fact' and 'opinion' and explain what 'bias' means.
		Be kind to friends and others.	Get help if someone has hurt themselves.	Use some strategies when I feel upset or angry.	Give examples of how I can support others as a bystander.	Name some responsibilities and rights that I have.  Give different examples of some of the things that I do already to help look after my environment.	Identify how the responsibilities of others impact me and my community.  Give examples of barriers that can stop others following their responsibilities. Give examples of some of the rights and responsibilities I have as I grow older, at home,	Describe how a group of people can make a change. Reflect on my role in making a change in my community or environment.

							my community and the environment.  Give real examples of each that relate to me.	
		Talk about looking after money.	Tell you some things that money is spent on.	Make choices with money.	Identify different times and reasons to spend money.  Give examples of how people earn money.	Explain how others have a financial responsibility to their families and community.  Give examples of choices and decisions with money that will affect me.	Suggest ways to spend and save money responsibly.  Explain some things about finance and money.  Name a person who deals with money in my community.	Talk about how money is earned, the differences in incomes and how public services are supported by tax payers.
<b>Vocabulary</b>		Family, friends, <b>responsibility, environment, litter, electricity, pollution, recycling, money, cost, safe</b>	<b>Hygiene, routine, clean,</b> environment, responsibility, rules, money, cost, <b>bills, spending, afford, note, coin, saving, worth, first aid, risk, accident, danger, hazard, safe emergency</b>	Responsibility, environment money, spending, saving, <b>control, erupt, uniform</b>	<b>Volunteer, wellbeing,</b> responsibility, environment, <b>waste, income, fact, opinion,</b> earning, saving, spending	Responsibility, <b>trustworthy, reliable, united Nations, safe, healthy,</b> rules, <b>laws, influence,</b> opinion, environment, <b>conservation,</b> income, <b>expenditure, essential, income</b>	Responsibility, fact, opinion, <b>biased, unbiased, rights, voluntary group, community group, pressure (action) group, costs, wages, salaries, rent,</b>	Biased, unbiased Fact, opinion, <b>Stereotype, saving bank (building society) account, Junior ISA, Interest, debit card,</b> cash, Value, <b>tax, income tax (PAYE), VAT,</b> public services, voluntary group, community group

						<b>tax, national insurance VAT, deductions, public services</b>	<b>fair Trade, borrow, loan, credit, debit, interest, public services, council, vote, elections, councillors</b>	pressure (action) group, <b>mission statement, beneficiary, environmentally sustainable, composting</b> recycling, waste, <b>transport, shop local, food miles</b> Fair Trade, reuse, <b>democracy, election,manifesto, candidate, voting, Policies, voting booth, ballot slip, ballot box, constituencies, House of Commons, MP</b>
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<p><b>Health and well being</b></p>	<p><b>Being my Best</b></p>	<p>Make own healthy food choices.</p> <p>Make healthy sleep and exercise choices.</p>	<p>Choose a healthy meal with different food groups.</p>	<p>Give examples of what I can do and give to my body to stay healthy.</p> <p>Name different parts of my body that are inside me and help to turn food into energy.</p> <p>Explain how hand hygiene stops virus' and germs from spreading.</p>	<p>Choose foods that make a healthy meal.</p> <p>Describe how food, water and air get into the body and blood.</p>	<p>Plan a healthy, balanced meal.</p> <p>Give examples of the ways people can look after their physical and mental wellbeing.</p>	<p>Explain how one organ functions and how it contributes to the health of the body.</p> <p>Explain how choices relating to smoking and drinking can effect a person's health.</p>	<p>Explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.</p>
		<p>Have a go at something new.</p> <p>Keep trying if the way I choose doesn't work.</p>	<p>Be persistent when learning a new skill.</p> <p>Name a few different ideas of what I can do if I find something difficult.</p> <p>Explain why praise is a</p>	<p>Explain what happens when I learn something new.</p> <p>Explain how setting a goal/goals will help me to achieve what I want to be able to do.</p>	<p>Set goals and make a plan to develop a new skill.</p>	<p>Execute a plan</p>	<p>Think of ways to improve a skill and the strategies that will help to do this.</p> <p>Give examples of how to be independent and manage own success.</p>	<p>Set goals so that an aspiration can be achieved.</p> <p>Explain how to overcome problems and challenges on the way to achieving goals.</p>

			motivation to keep trying.					
<b>Vocabulary</b>		<b>bounce back, encourage, try try again, food, energy, grow, healthy, fruit, vegetable, dairy, sleep, exercise, heart, muscles, routine, calm</b>	<b>Starchy, dairy, protein, fruit vegetables, vitamins, portion, healthy, germs, disease, hygiene, spread, practice, mistakes, confidence, achievement, praise, support, feedback, encourage, behaviour, consequences</b>	<b>Practice, encourage, goal, achieve, challenge, choose, choices, healthy, unhealthy, vaccination, injection, disease, hygiene, germs, oxygen, brain, water, exercise, rest, food, heart, lungs, stomach, small intestine, large intestine</b>	<b>balanced diet</b> protein, muscles, dairy, teeth bones, starchy, <b>carbohydrates</b> , energy, fruit & veg healthy, <b>infection</b> cleanliness, hygiene, rest, sleep, water, medicine, drug, <b>dose</b> , safety, <b>debate</b> , <b>discussion</b> , <b>continuum</b> , <b>courteous</b> , <b>respectful</b> , <b>justify, goals, ambitions</b> , improve, achieve, <b>collaboration</b>	Negotiation, Compromise, body space Invade, sharing, <b>Acquaintances</b> , similarities, Differences, respect, stereotype	Healthy choices, perseverance, Commitment, Resilience, Determination, Patience, <b>interpersonal skills</b> , community, school community	<b>Aspirations</b> , goal setting, perseverance, health, wellbeing Accurate, reliable sources, <b>dilemma</b> ,
<b>Health and well being</b>	<b>Growing and Changing</b>	Describe the life cycle of an animal.  Describe how a baby grows to an adult and what they might need  Tell you some things about	Say some things that babies need.  Say what I can do now that I couldn't do as a toddler and some things that I am still learning to do.	Describe the stages of growth I have been through and what I look forward to in my future.  Name the human private parts that are used to make a baby.	Describe how a girls and boys body will change when it reaches puberty.  Explain what happens to a woman's body when the sperm does not meet the egg.	Explain why puberty happens.  Talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.	Explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.	Explain scientifically how a baby is made.  Give examples of how someone could cope with or get support during puberty.

		<p>how babies are made.</p> <p>Tell you the scientific names for my body parts.</p> <p>Tell you the PANTS rule</p>	<p>Name the body parts girls and boys have that are the same and which body parts are different.</p>	<p>Talk about keeping private parts private.</p>				
			<p>Talk about how safe secrets and surprises make me feel and who to talk to if I am worried.</p>	<p>Describe feelings of loss and suggest what someone can do if a friend moves away.</p>	<p>Explain what body space is and how it feels when someone is too close to me.</p>	<p>Describe how change can make a person feel (both negative and positive).</p> <p>Explain why young people can have mixed up feelings when they go through puberty.</p>	<p>Begin to manage challenging emotions by building resilience.</p> <p>Name some of the feelings and emotions people have during change.</p>	<p>Describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.</p>
<b>Vocabulary</b>		<p><b>Seasons, summer, autumn, spring, winter, cycle growing, life cycles, baby child, teenager, adult, old age, family, privates, penis, vulva</b></p>	<p><b>Organ, heart, lungs, intestines, brain, stomach, oxygen Digested, caring Love, attention, unkind, unkindness, tease, teasing Bully, bullying, witness, experience,</b></p>	<p>Help, support, supportive, change, loss, Feelings, emotions, unique, special Penis, <b>testicles</b>, vulva, <b>nipples, genitals, consent permission</b></p>	<p>personal space, body space, invade, uncomfortable, stop, respect, touch, secret, surprise, <b>egg, sperm, puberty, period, ovary, fallopian tube, uterus (womb), lining, vagina</b></p>	<p>Compromise, <b>Hormones</b>, puberty, <b>pubic hair</b>, egg, sperm, penis, testicles, breasts, <b>ovaries</b>, womb, <b>vagina</b>, vulva, <b>clitoris, labia, menstrual cycle</b>, period/menstruation sanitary pad,</p>	<p><b>Separation, fostered</b>, pubic hair, clitoris, Vulva, <b>vaginal opening, urinary opening</b>, labia, penis, testicles, <b>foreskin</b>,</p>	<p>body image, self-esteem, <b>manipulation, media manipulation</b>, stereotype, peer pressure, puberty, physical changes, emotional changes, FGM, egg, ovaries, sperm, testicles Vagina, penis,</p>

			<p><b>surprise, secret, uncomfortable,</b> private, penis, vulva, hygiene</p>		<p><b>period/menstruation, sanitary pad, tampon, menstruation cup</b> breasts, genitals, <b>testicles, womb, wet dream,</b> penis</p>	<p>tampons, menstruation cup, wet dreams, testicles, marriage, <b>civil partnership, forced marriage</b></p>	<p><b>anus, wet dream, erection, stretch marks, crush,</b> hormones, compromise, respect, <b>mood swings, prejudice, biological sex, sexual orientation, gender identity, gender expression</b></p>	<p><b>Orgasm, embryo, womb sexual intercourse, consensual, condom, age of consent, miscarriage, HIV infection, immune system, virus, transmission, sharing needles, sexual contact</b></p>
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