



Skills Progression for PSHE



Strand	Stage One	Stage Two	Stage Three	Stage Four	Stage Five	Stage Six
Health and Wellbeing	<p>Healthy Lifestyles – physical activity, rest, healthy eating and dental health</p> <p>Making Choices – likes and dislikes, physical and emotional health, making the right choices (thinking about self and others)</p> <p>Feelings – describing good and not so good feelings and simple strategies to manage them</p> <p>Personal Hygiene – how to maintain personal hygiene</p> <p>Being Healthy – how diseases and illness is spread and how to be responsible for their own and others' health</p> <p>Household Products and Medicines – how they can be harmful if not used properly</p> <p>People Who Look After Us – who to go to if they are worried and how to attract attention</p> <p>Keeping Safe – having a responsibility for keeping themselves and others safe. When to say yes or no.</p>	<p>Thinking for Themselves – learning from their experiences, recognising and celebrating strengths and setting challenging goals</p> <p>Change and Loss – feelings associated with moving home, losing toys, pets or friends</p> <p>Growing Up – growing from young and old and people's needs change</p> <p>Being Independent – as we grow, how our opportunities and responsibilities change</p> <p>Parts of the Body – naming the main parts of the body, discussing similarities and differences, including external genitalia</p> <p>Physical and Emotional Safety – road safety, safety in the environment, e-safety</p> <p>Physical and Emotional Safety - difference between secrets and surprises – Understanding when it's appropriate to keep a secret</p>	<p>Physical, Mental and Emotional Health – what positively and negatively affects our health (including the media)</p> <p>Healthy Eating – recognising opportunities to make choices about food, what might influence these choices and the benefits of eating balanced diet</p> <p>Changes – transition from Y2 to Y3</p> <p>Being Responsible – recognising their increasing independence and their increased responsibility to keep themselves and others safe</p> <p>Bacteria and Viruses – how following simple routines can reduce their spread</p> <p>Personal Information – protecting their identity, including passwords, images and addresses</p> <p>Asking for Help – recognising when, how and who to ask for help, including outside organisations</p>	<p>Celebrating Achievements – identify their strengths and achievements, areas for improvement and set high aspirations and goals</p> <p>Changes – explore loss, separation, divorce and bereavement</p> <p>Risk, Danger and Hazards – differentiate and discuss the differences between these terms</p> <p>The Power of Image – recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>Physical and Emotional Safety – strategies for keeping safe: road safety, safety in the environment, e-safety</p>	<p>Making Informed Choices – recognising that choices can have positive, neutral and negative consequences and begin to understand the Concept of a 'balanced lifestyle'</p> <p>Understanding Emotions – recognise that they might feel conflicting emotions and when they need to listen to their emotions or overcome them</p> <p>Developing Personality Responsibility – making sensible choices, building resilience and understanding risks in their local environment, including drugs and alcohol</p> <p>Being Healthy and Safe – exploring school rules about health and safety and basic emergency aid procedures</p> <p>Habits – what is a habit and why is it hard to change</p> <p>Body Changes - how their body will change as they approach and move through puberty</p> <p>Reproduction - how humans</p>	<p>Exploring Emotions - to deepen their understanding of positive and negative feelings, extending their vocabulary whilst explaining both the range and intensity of feelings they have.</p> <p>Changes - transition from Y6 to Y7</p> <p>Peer Pressure - recognising that pressure to behave in an unhealthy or risky way can come from a variety of sources and using basic techniques to resist pressure.</p> <p>Habits – what is a habit and why is it hard to change?</p> <p>Exploring Substances - Exploring commonly available substances and drug (legal and illegal) and realising that they can damage immediate and future health</p> <p>Puberty - how their body will change as they approach and move through puberty</p> <p>Reproduction - how humans reproduce and how this can be avoided</p>



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	<p>Physical and Emotional Safety - difference between secrets and surprises – understanding when it's appropriate to keep a secret</p>				reproduce	
Relationships	<p>Communicating Feelings – recognise how they and others express their feelings and how they and others should respond</p> <p>Behaviour Towards Others – how their behaviour affects other people</p> <p>Right and Wrong – recognise what is fair or unfair, kind or unkind</p> <p>Being Cooperative – playing and working cooperatively, strategies to promote negotiation and conflict resolution</p> <p>Being Supportive – offering constructive support and feedback to others</p> <p>Respecting Diversity – identifying and respecting differences and similarities, e.g. family, cultural, ethnicity, religion, race, gender, disability, sexual orientation</p> <p>Special People – identifying special people</p>	<p>Secrets and Surprises – knowing the difference between secrets and surprises and not keeping adults' secrets, only surprises</p> <p>Sharing Opinions – sharing opinions on what matters to them and explain their views in a range of contexts</p> <p>Bullying – looking at different types and why they are unacceptable</p> <p>Resisting Bullying – how do we avoid bullying and/or teasing, how do we avoid being a victim and what do we do if we experience or witness it</p> <p>Being Supportive – offering constructive support and feedback to others</p> <p>Respecting Diversity – identifying and respecting differences and similarities, e.g. family, cultural, ethnicity, religion, race, gender, disability, sexual orientation</p>	<p>Feelings – how we recognise and respond to a wider range of feelings in others</p> <p>Types of Relationship – to be aware of different types of relationships, including those between friends, families, civil partnerships and marriage</p> <p>Physical Contact – to judge what kind of physical contact is acceptable or unacceptable, to be aware of different types of abuse (neglect, emotional, physical, sexual and bullying) and how to respond and get help</p> <p>Resolving Disputes – to develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise; giving constructive feedback and support</p> <p>Similarities and Differences – recognise</p>	<p>Resolving Disputes – to develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise; giving constructive feedback and support</p> <p>Healthy Relationships – to recognise what constitutes and positive, healthy relationship and that they have a right to be happy and safe</p> <p>Consequences of Actions – to know that their actions affect themselves and others</p> <p>Collaboration – to work together towards a shared goal</p> <p>Consequences of Bullying – to recognise the consequences of teasing, bullying and aggressive behaviours</p>	<p>Resolving Disputes – to develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise; giving constructive feedback and support</p> <p>Healthy Relationships – to develop skills to maintain positive and healthy relationships</p> <p>Listening and Responding Respectfully – to listen and respond respectfully to a wide range of people, to care about their feelings and if necessary challenge their points of view</p> <p>Consequences of Bullying – to recognise the consequences of discrimination, use of prejudice- based language to minority groups, know how to respond to this and ask for help</p> <p>To Recognise and Manage 'Dares'</p>	<p>Consequences of Actions – to know that their actions affect themselves and others</p> <p>Secrets – the concept of keeping something 'confidential' or 'secret', when we should or shouldn't agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>Consequences of Cyber Bullying - Recognising the signs of online bullying and knowing how or who to seek support from</p> <p>Recognising and Challenging Inequality – developing skills to recognise and challenge inequality, prejudice, stereotyping and injustice including bullying, racism, sexism, homophobia, biphobia and transphobia</p>



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	<p>around them, what makes them special and how we care for them</p> <p>Physical Contact – what kind of physical contact is uncomfortable and unacceptable, how do we respond to unsafe touch and who we tell and how we tell them</p> <p>Bodies and Feelings – knowing that people’s bodies and feelings can be hurt and what makes them feel comfortable and uncomfortable</p>		<p>that similarities and differences between people arise from a number of factors e.g. family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability</p>			
<p>Living in the Wider World</p>	<p>The Classroom Community – how to contribute positively to classroom life</p> <p>Class Rules – constructing shared rules, agreeing to follow them and understanding how these rules help them</p> <p>Understanding the Needs of Others – that people and living things have needs and we have a responsibility to meet them</p>	<p>Groups and Communities – that they belong to various groups and communities including schools, faiths and wider social groups, e.g. Scouts</p> <p>Our Local Environment – what improves and harms their local environment and ways in which we look after it</p> <p>Money – where money comes from and the purpose it can be used for and why we manage money, spending and saving it</p> <p>Jobs – looking at the wide range of jobs available and challenging gender stereotypes</p>	<p>Rules and Laws – why different rules and laws are needed in different situations</p> <p>Participating in a Decision Making Process – to take a constructive interest and show a willingness to participate in the school’s decision making processes</p> <p>Thinking About the Lives of Others – to think about the lives of other people living in the UK and globally and then exploring the differences and similarities in their customs.</p>	<p>Responsibilities, Rights and Duties – to recognise that there are different types of responsibilities, rights and duties at home, school and the community towards the environment</p> <p>Respecting Different Identities – To appreciate the diversity of national, regional and ethnic identities in school, in the wider community and world</p> <p>Resolving Difference in Points of View – find alternatives to resolve disputes and differences, seeing and respecting others’ points of view</p>	<p>Topical Issues – to research, discuss and debate topical problems, events and issues concerning health and wellbeing and offer their advice to the people concerned</p> <p>Goals and Aspirations - to understand the possible routes to different careers and be able to set goals towards these aspirations</p> <p>Recognising Groups Who Can Help with Health and Wellbeing – to recognise the role of voluntary, community and pressure groups who help with health and wellbeing in the UK e.g. ChildLine and Age UK</p>	<p>Rules and Laws – to understand why rules and laws that protect themselves and others are made and enforced and how to take part in making and changing rules.</p> <p>Consequences of Negative Behaviours – to realise the consequences of anti- social and aggressive behaviours such as bullying and discrimination on individuals and communities</p> <p>Money in Society – to develop an initial understanding of the following concepts; loan, interest, debt and tax (e.g. their contribution to society through the payment of VAT)</p> <p>Economic Choices – to understand that resources</p>



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				and making decisions and explaining choices	The Role of Money in Our Lives – to understand the role that money plays in their own and others’ lives, including how to manage money and be a critical consumer Understanding Enterprise – to understand what enterprise means and the skills that make someone ‘enterprising’	can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment Exploring Media Representation – to explore and critique how the media present information



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Planning for SMSC

<p>Pupils’ spiritual development in this lesson will involve the growth of their sense of self, their unique potential, their understanding of their strengths and weakness, and their willingness to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life’s fundamental questions. They will have the opportunity to:</p> <ul style="list-style-type: none"> • Foster their own inner lives and non-material wellbeing • Sustain their self-esteem in the learning experience • Develop their capacity for critical and independent thought • Foster their emotional life and express their feelings • Experience moments of stillness and reflection • Discuss their beliefs, feelings, values and response to personal experiences • Form and maintain worthwhile and satisfying relationships • Reflect on, consider and celebrate the wonders and mysteries of life 	<p>Pupils’ moral development in this lesson involves students acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They will have the opportunities to:</p> <ul style="list-style-type: none"> • Reflect on the consequences of their actions, learn how to forgive themselves and others, which are attitudes they need to make moral, responsible decisions and act on them • Recognise the unique value of each individual • Recognise the challenge of life today and the role they play in it • Listen and respond appropriately to the views of others • Gain the confidence to cope with setbacks and learn from mistakes • Take initiative and act responsibly with consideration for others • Distinguish between right and wrongs • Show respect for the environment
<p>Pupils’ social development in this lesson involves students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good. They will have opportunities to:</p> <ul style="list-style-type: none"> • Display a sense of belonging and an increasing willingness to participate • Make an active contribution to the democratic process in each of their communities • Develop an understanding of individual and group identity • Learn about service in the school and wider community • Begin to understand the place they have within society and the role they need to play • Understand the changing nature of society and how this is an opportunity not a threat • Develop their compassion for others in society • Take initiative on wider social issues and establish ways they can help on an individual, local, national and global scale 	<p>Pupils’ cultural development in this lesson involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others’ ways of doing things and curiosity about differences. They will have the opportunity to:</p> <ul style="list-style-type: none"> • Recognise the values and richness of cultural diversity in Britain and how these influence individuals and society • Recognise world faiths and beliefs and the impact they have on our culture • Develop an understanding of Britain’s’ local, national, European and global dimensions • Broaden their perspective on different communities and cultures within the local area • Interact with different cultures/lifestyles and explore their advantages and disadvantages



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