



## Grazeley Primary School PSHE Skills Progression

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Relationships</b>	<b>Managing Feelings &amp; Emotions</b>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Express their ideas and feelings about their experiences</p> <p>Children recognise, name and deal with feelings in a positive way</p>	Children can identify and name some feelings (for example through interpreting facial expressions).	Children recognise good and not so good feelings, have a vocabulary to describe their feelings to others and simple strategies for managing feelings.	Children demonstrate that they can manage their feelings in a positive way.	Children recognise name and deal with their feelings in a positive and effective way including using strategies to manage anger, frustration and aggressive feelings	Children recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.	Children recognise as they approach puberty how people's emotions change, developing strategies to deal with their changing emotions and feelings in a positive way.
			Children begin to recognise how others show feelings and how to respond.	Children are sensitive to the needs, views and feelings of others	Children recognise and respond appropriately to a wider range of feelings in others.	Children care about other people's feelings and respond respectfully to a wide range of people.	Children begin to recognise a range of intensity of emotions in themselves and others and respond appropriately	Children recognise and respond appropriately to a wider variety of emotions in themselves and others such as jealousy, disappointment & frustration
			Children communicate their needs and feelings to others	Children respond appropriately when people are being unkind to them or others.	Children can explore reasons for negative feelings towards others and in new or difficult situations	Children begin to recognise and manage dares.	Children are able to manage dares.	Children understand confidentiality and know when to break a confidence.

			Children develop positive self esteem	Children are confident enough to take appropriate risks	Children begin to learn and use strategies to cope with challenges	Children recognise when there may be no single right or wrong answer and how this makes a challenging situation.	Children evaluate ways in which own emotions, words and behaviour can affect how they are approaching a challenge.	Children recognise personal strengths and weaknesses and can identify positive ways to face new challenges (for example transition to secondary school)
<b>Valuing Difference</b>	Show sensitivity to their own and others' needs	Children begin to share their views and ideas.	Children share their views and opinions (for example talking about fairness) with individuals and with the whole class.	Children can express their views confidently and listen to and show respect for the views of others.	Children listen and respond respectfully to a wide range of people.	Children listen and respond respectfully and fully to a wide range of people.	Children recognise and challenge stereotypes.	
		Children identify and respect the differences and similarities between people	Children develop a sense of self as a member of different communities.	Children develop respect for their own cultures and beliefs and those of others	Children appreciate difference and diversity in the UK and around the world.	Children can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves	Children can explain that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability	
		Children recognise when people are being unkind either to them or others, how to respond, who to tell and what to say	Children recognise what is fair and unfair, kind and unkind, and right and wrong. They get help if they experience or witness someone being treated unkindly or unfairly	Children understand that their actions affect themselves and others. They get help if they experience or witness teasing or bullying.	Children recognise and care about other people's feelings and respect, and constructively challenge if necessary, their points of view.	Children recognise and care about other people's feelings and respond to them appropriately. They try to see, respect and if necessary constructively challenge, their points of view regularly.	Children know how to challenge bullying and abuse in all its forms. They are confident when raising their concerns and raise them considerately.	

					Children recognise discrimination, teasing, bullying and aggressive behaviours.	Children begin to recognise and challenge stereotypes.	Children realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help.	Children identify the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.
<b>Healthy Relationships</b>	Work and play cooperatively and take turns with others  Children form positive attachments to adults and friendships with peers	Children identify their special people and explain what makes them special.	Children listen to other people and play and work cooperatively.	Children explain different types of relationships.	Children listen and respond respectfully to a wide range of people.	Children identify healthy types of relationships.	Children recognise when a relationship is unhealthy and know who to talk to for support.	
		Children recognise effects of own behaviour on others and use this to help make choices	Children resolve simple arguments	Children begin to show tact and diplomacy	Children use knowledge of others' viewpoints to resolve problems and compromise	Children solve disputes and conflict through negotiation and appropriate compromise.	Children employ effective strategies for repairing damaged relationships	
		Children show care for others.	Children understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).	Children judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.	To recognise their increasing independence brings increased responsibility, to keep themselves and others safe.	Children recognise how their actions affect themselves and others and begin to consider their actions as a result.	Children recognise and respect personal boundaries and everyone's right to privacy.	

			Children play and work cooperatively	Children help to ensure that everyone in own group is included	Children can recognise their own worth and that of others, maintaining positive healthy relationships and work collaboratively towards shared goals.	Children begin to give rich and constructive feedback.	Children give rich and constructive feedback and support to benefit others as well as themselves.	Children take on different roles in group work and recognise and respect others' viewpoints.
<b>Health and Wellbeing</b>	<b>Healthy Lifestyles</b>	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	Children recognise what they like and dislike and recognise there are good or bad choices they can make relating to their physical and emotional health.	Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.	Children can make choices about how to develop healthy lifestyles	Children can identify some factors that affect emotional health and well-being.	Children know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.	Children can make judgements and decisions about what positively and negatively affects their physical, mental and emotional health, and can list some ways of resisting negative peer pressure around issues related to their health and well-being.
			Children maintain a healthy body, knowing simple skills to help prevent diseases and maintain their own personal hygiene.	Children maintain good mental health using simple strategies for managing their feelings.	Children recognise that they can build healthy or unhealthy habits.	Children identify habits and why they can be hard to change.	Children make informed choices and recognise what might influence their choices.	Children recognise that images in the media can affect how people feel about themselves and that these images do not always reflect reality.
			Children can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.					

	<b>Growin g and Changin g</b>	<p>Show satisfaction in meeting their own goals</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (See ELG 2021)</p>	Children recognise what they are good at and set goals	Children work towards goals, reflect on and celebrate their achievements	Children identify their strengths and areas for improvement, setting high aspirations and goals.	Children recognise and celebrate their strengths and set simple but challenging goals.	Children confidently identify their strengths and accurately identify areas for improvement, setting high aspirations and goals.	
		Children recognise conflicting feelings and manage them with help	Children reflect on changes that happen in life and identify the feelings associated with change.	Children know and begin to use simple strategies to cope with change.	Children use strategies to cope with change, including transitions, loss, separation, divorce and bereavement.	Children understand that changes occur both physically and emotionally as people grow from young to old.	Children talk about change and loss and the associated feelings.	
	<b>Keeping Safe</b>	Safely use a variety of materials, tools and techniques	Children recognise people who look after them, who to go to if they are worried and how to attract their attention.	Children ask for help if they are worried about something.	Children find people to help them stay healthy and safe.	Children identify people who help them stay healthy and safe, and know who to talk to if they feel uncomfortable or at risk.		Children undertake increasing responsibility to keep themselves and others safe but recognise when they need to ask for help.
			Children keep themselves safe in familiar situations	Children keep themselves and others safe in different situations.	Children keep themselves and others safe, following rules about health and safety, and follow basic emergency procedures.	Children keep safe in their local area and online.	Keep physically and emotionally safe including road safety and safety in the environment.	Children differentiate between risk, danger and hazard, recognising, predicting and assessing risks in different situations and decide how to manage them responsibly.
			Children understand that they mustn't keep adult's secrets but they can keep surprises (eg. Birthday present)	Children use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.	Children understand when they should keep secrets and promises, and when they should tell someone about them	Children know what is appropriate to ask for or share, and where to go for help if uncomfortable with what they are being asked to share.	Children recognise that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. They have strategies to overcome this pressure.	Children resist pressures linked to behaving in unacceptable, unhealthy or risky ways. They recognise people who are responsible for keeping them healthy and safe and how they can help them with this.

<b>Living in the Wider World</b>	<b>Rights and responsibilities</b>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Talk about the lives of the people around them and their roles in society</p>	Children can explain different ways that family and friends should care for one another.	Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.	Children begin to describe the nature and consequences of bullying, and can express ways of responding to it.	Children can describe the nature and consequences of bullying, and can express ways of responding to it.	Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.		
			Children explain the ways in which we are the same as all other people and what we have in common with everyone else.	Children can identify and respect differences and similarities between people. They respect their needs and the needs of others.	Children recognise the roles of people in the community and contribute to the community in simple ways.	Children exercise their responsibilities, rights and duties in the community and towards the environment.	Children research, discuss and debate topical issues, problems and events that are important to them.	Children critically examine what is presented them in the media and explain why it is important to do so.	
			Children resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.						
<b>Concepts</b>	<b>Strength, Change &amp; Influence</b>		Change Resilience Failure Passion Service Wisdom Identity Influence		Conflict Strength Dreams Power Innovation Influence Pride Legacy		Oppression Community Loyalty Democracy Protest Discrimination Class Reform Prejudice		
	<b>Responsibility &amp; Equality</b>		Responsibility Beauty Stewardship Choice Community Belonging Tradition Belief Equality		Adversity Consequences Morality Sustainability Wealth Rights Justice Fairness Integration		Belonging Right Cohesion Integration Sustainability Change Beauty Consequences		
	<b>Expression, Image &amp; Individuality</b>		Love Spirituality Passion Freedom Identity Individuality Creativity		Virtue Value Faith Dreams Image Media Belief Truth		Diversity Protest Peace Segregation Conformity Tradition Free-will Individuality		
<b>Values</b>		Love Peace Hope Courage							