

Progression of Skills in PSHE at Oratory RC Primary

Topic Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can...	Children can...	Children can...	Children can...	Children can...	Children can...	Children can...
Health and Wellbeing							
Mental Wellbeing	<p>... See themselves as a valuable individual.</p> <p>... Show resilience and perseverance in the face of challenge.</p> <p>... Identify and moderate their own feelings socially and emotionally.</p>	<p>...begin to develop a vocabulary to describe their feelings to others and know simple strategies for managing feelings</p> <p>...talk about good and not so good feelings</p> <p>...express how they feel when they lose something or if things change</p>	<p>...recognise that a healthy person has good physical and mental health and wellbeing</p> <p>...recognise that not everyone feels the same at the same time or feels the same about the same things</p> <p>...talk about different things they can do to manage their own big feelings, to learn ways they can help calm themselves down and help change their mood when they don't feel good</p> <p>...recognise when they need help with feelings, that it is important to ask for help with feelings when they need to</p>	<p>...understand that mental health and wellbeing is a normal part of daily life and therefore we must take care of our mental health and wellbeing</p> <p>...recognise that people's feelings change over time, their feelings may range in intensity and that different people may experience the same feelings with different levels of intensity</p> <p>...talk about their emotions and how to respond appropriately in different situations</p> <p>...identify strategies to manage transitions between classes and key stages</p>	<p>...describe what is meant by mental health and wellbeing; and understand that events in our lives (such as change and loss) can have an impact on this</p> <p>...identify a number of people, including adults from home and adults from outside the home, and friends, who they might choose to talk to when they have difficult or uncomfortable feelings</p>	<p>...challenge the stigma around mental health and wellbeing</p> <p>...recognise that anyone can experience mental health difficulties or mental ill-health and that it is important to discuss feelings with one of your identified trusted adult</p> <p>... recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>	<p>...have a range of problem-solving strategies and self-care techniques, including relaxation for dealing with emotions, challenges and change, including transition to new schools</p> <p>...recognise that they may experience conflicting emotions, and when they might need to listen to their emotions and find ways to overcome them</p> <p>...understand the links between time spent online and their mental and physical health and wellbeing</p>
Internet Safety and Harms		<p>...explain how to keep themselves safe online</p>	<p>...understand that not everything they see online is true or trustworthy and that people can pretend to be someone they are not</p>		<p>...identify the many benefits of the internet</p> <p>...understand the reasons for following and complying with regulations and restrictions (including age restrictions)</p>		<p>...understand the many benefits of the internet as well as how they may be targeted as a consumer</p>
Physical Health and Fitness Healthy Eating Health and Prevention	<p>... Manage their own needs:</p> <p>Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • tooth brushing 	<p>...describe how to keep themselves clean, brush their teeth effectively, and are able to describe different ways to stay healthy</p>	<p>...recognise that a healthy person has good physical and mental health and wellbeing</p> <p>...understand that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</p> <p>...recognise the importance of knowing when to take a break from time online or TV</p>	<p>...talk about what constitutes a healthy diet and the risks of eating too much sugar</p> <p>...talk about how to maintain good oral hygiene (including correct brushing and flossing), the importance of regular visits to the dentist and healthy eating</p> <p>...understand the benefits of regular exercise in daily and weekly routines on physical and mental health and wellbeing</p>	<p>...design a series of healthy menus and compare these with each other and the food offered in school</p> <p>...name some of the early signs of physical illness</p> <p>...have some basic knowledge about immunisations and allergies</p> <p>...understand how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health</p>	<p>...identify nutritional information on food and drink labels</p> <p>...keep a weekly diary of their everyday habits relating to their health including food, exercise, sleep and screen time and develop a range of self-care techniques including relaxation</p>	<p>...understand the benefits and risks of sun exposure and know how to keep themselves safe</p> <p>...understand some basic facts around immunisations</p>

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	<ul style="list-style-type: none"> • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 		<p>...understand how to keep safe in the sun and protect from sun damage</p> <p>...talk about their bodies and how they work and the similarities and differences between males and females</p>	<p>...understand that bacteria and viruses can affect health and that following simple routines can reduce their spread</p>			
Drugs, Alcohol and Tobacco		<p>...explain how to keep themselves safe at home</p>	<p>...Understand how rules and restrictions help them to keep safe</p> <p>...recognise how to identify risky and potentially unsafe situations</p>	<p>...understand the impact of smoking and passive smoking</p>	<p>...talk about what alcohol is and understand the risks and effects to the body</p> <p>...understand that drug use can become a habit which can be difficult to break</p>	<p>...understand some basic facts around risks, effects and the law of various legal and illegal drugs</p> <p>...challenge myths about drug use and drug users</p> <p>...demonstrate assertiveness skills to help resist peer pressure around drug use</p>	<p>...describe effects and risks, understand consequences of drug use and know where to go for help</p>
Basic First Aid			<p>...tell a trusted adult if/when they are worried for themselves or others, worried that something is, or feels, unsafe, or if they come across something that scares or concerns them, including how to get help in an emergency; how to dial 999 and what to say</p>	<p>...identify school rules about health and safety, basic emergency aid procedures, where and how to get help (how to make a clear and efficient call to 999 if necessary)</p>			<p>... demonstrate some basic first aid techniques and talk through how to make a clear 999 call</p>
Changing Adolescent Body					<p>...talk about some emotional and physical changes that happen during puberty</p>	<p>...describe what happens during menstruation and sperm production (physical and emotional changes)</p> <p>...explain how to keep clean during puberty</p> <p>...know who to go to for help and support during puberty</p>	
Sex Education (<i>non statutory</i>)							<p>...know some basic facts about conception and pregnancy</p> <p>...describe the decisions that have to be made before having children (including age of consent)</p>
Relationships							
Families and People who Care for Me	<p>... Talk about members of their immediate family and community.</p>	<p>...describe their unique qualities and strengths, and the qualities and strengths of others</p>	<p>..talk about people who look after them, their family networks, who to go to if they are worried and how to</p>	<p>...recognise different types of family structures</p>		<p>...be aware of some of the problems and challenges families/parents can face</p>	<p>...appreciate there are different types of love e.g. parental love, partner love, friendship love etc.</p>

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	Name and describe people who are familiar to them.	...understand that there are different types of families	attract their attention, ways that pupils can help these people to look after them ...identify their special people (family, friends, carers) and what makes them special and how special people should care for one another	...understand that positive family life is about caring relationships and giving love, security and stability			...understand that marriage and civil partnerships are a commitment freely entered into by both people and that no one should enter into if they don't absolutely want to do so
Caring Friendships	... Build constructive and respectful relationships.	...talk about what makes a good friendship ...talk about how they would resolve conflicts with their friends	...consider when friendships break up, or people move away		...understand that there are a variety of relationships ...talk about friendships with regards to ownership of feelings e.g. 'I feel / I am' rather than 'you make me feel' ...have strategies to include children who are feeling lonely or excluded	...identify similarities and differences between them and their peers ...recognise what makes a good friend (on and offline) ...talk about friendships with regards to ownership of feelings e.g. 'I feel / I am' rather than 'you make me feel' ...have strategies to resolve disputes in friendships	...talk about strategies for handling conflict ...recognise how "peer acceptance" may be influential in their actions and behaviours
Respectful Relationships	... Express their feelings and consider the feelings of others. ... Think about the perspectives of others.	...talk about the fact that everyone has different opinions and views	...recognize that there are different types of teasing and bullying (including online) that these are wrong and unacceptable ...begin to understand the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities ...understand that babies need care and attention (love) in order to calm them if they are upset ...start to recognize and challenge gender stereotypes	...recognise the importance of self-respect ...recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	...talk about and celebrate differences	...recognise and model respectful behaviour (including online)	...recognise that reaching positive solutions usually involves considering things from different perspectives, negotiation and compromise ...know that communication and permission seeking are important ...know when it is appropriate to share personal/private information in a relationship ...demonstrate how to show care and compassion to others ...understand about bullying and discrimination and the effect of these on others and themselves
Online Relationships				...demonstrate critical thinking and decision making		...recognise and model respectful behaviour (including online)	...understand the law around sharing images

				<p>...understand why someone may behave differently online, including pretending to be someone they are not</p>		<p>...know how to ask for support and from whom e.g trusted adults who they have identified, if they have a friendship (on or offline) within which they feel unsafe or uncomfortable</p> <p>...talk about how to be a discerning user of the internet</p>	<p>...look at current media campaigns including how images can be manipulated and content can be targeted</p> <p>...design a positive media campaign aimed at children</p>
Being Safe		<p>...identify which people we can ask for help</p>		<p>...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</p> <p>...recognise appropriate and inappropriate physical contact and understand the need to seek and give permission (consent) in different situations</p> <p>...recognise what it means to feel safe, and explore and recognise different early warning signs we have that tell us we might not be feeling safe e.g. stress signals such as increased heart rate, sweating, feeling flushed, muscle tension etc.</p> <p>...recognise risks they may face and how to predict, assess and manage these risks</p>	<p>...demonstrate some basic techniques for resisting pressure</p> <p>...understand how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they know and also whom they do not know</p> <p>...recognise that their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>...deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly</p>	<p>...know how to ask for support and from whom e.g trusted adults who they have identified, if they have a friendship (on or offline) within which they feel unsafe or uncomfortable</p> <p>...develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media and the responsible use of ICT)</p>	<p>...recognise and manage 'dares', including strategies for removing themselves from situations within which they feel unsafe or uncomfortable</p>
Living in the Wider World							
Economic Wellbeing		<p>...identify and recognise the value of coins and notes, talk about where money can come from, and identify a suitable place to keep money safe and explain why</p> <p>...explain the difference between needs and wants</p>	<p>...understand about spending money and the importance of waiting for and checking change</p> <p>...recognise that they have choices about spending and saving money, and that people may make different choices about how to save and spend money</p>	<p>...talk about the different ways to keep track of spending and saving by keeping simple records e.g. spending diary, listing/counting, keeping receipts etc., and why this is important</p>	<p>...consider the influences behind a person's decision to save or spend money</p> <p>...explain why they might use an account e.g. bank, building society, credit union</p> <p>...explain why they might want to borrow money and how this might make them feel</p>	<p>...discuss how making informed choices can help us make the most of our money</p> <p>...run a simple marketing project in teams</p>	<p>...develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>...consider the links between money and wellbeing including knowledge around the risks of gambling (on and offline)</p>

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Being a Responsible Citizen		<p>...talk about some of the things they can do at home and at school to help the environment</p> <p>...talk about road safety and understand the role of the emergency services</p>	<p>...understand about a range of festivals</p> <p>...understand where food comes from</p>	<p>... recognise why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>...understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p>...understand about school and local democracy</p> <p>...understand about sources of products and Fairtrade that people’s decisions can affect others and the environment e.g. Fairtrade, buying single-use plastics, giving to charity</p>	<p>...hold a debate on a topical issue</p> <p>...recognise some persuasive media tactics e.g. on television adverts</p> <p>...consider the school’s contribution to protecting the environment</p>	<p>...understand the law in relation to the Equality Act (2010)</p> <p>...appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>...listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns</p> <p>...work collaboratively towards shared goals to develop strategies to resolve disputes and conflict through negotiation</p> <p>...identify the key elements of a democracy</p>	<p>...explain how our government and parliament function</p>
Careers				<p>...recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>...know that there are a broad range of different jobs/careers and that people can have more than one career/job during their life</p>	<p>...challenge stereotypes in the workplace</p>	<p>...produce a personal plan with regards to their goals</p>	<p>...have an understanding about a variety of different jobs/careers and the possible routes to these</p> <p>...have an understanding that having a job will allow me to achieve certain goals in my life including financial ones.</p>