



# Leigh and Bransford Primary School



## Progression of Skills

### PSHE

|                      | Reception   | Year 1 and Year 2   | Year 3 and Year 4  | Year 5 and Year 6  |
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| Relationships        | <p><b>Feelings and emotions:</b><br/>Children show sensitivity to others needs and feelings. Children take steps in resolving conflict with other children such as finding a compromise.</p> <p><b>Healthy Relationships:</b><br/>Children can play co-operatively taking turns with others. They take account of others ideas about how to organise their activities.</p> <p><b>Valuing difference:</b><br/>They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> | <p><b>Feelings and emotions:</b> recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt</p> <p><b>Healthy Relationships:</b> secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying</p> <p><b>Valuing difference:</b> Attributes: kindness/fairness; sharing and respecting opinions; recognising and respecting similarities and differences.</p> | <p><b>Feelings and emotions:</b> Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares</p> <p><b>Healthy relationships:</b> recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict</p> <p><b>Valuing difference:</b> Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination; respecting others' feelings and opinions</p> | <p><b>Feeling and emotions:</b> recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares</p> <p><b>Healthy relationships:</b> understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation</p> <p><b>Valuing difference:</b> Challenging stereotypes; different types of relationships; maintaining relationships; respecting similarities and differences; bullying, discrimination and prejudice</p> |
| Health and Wellbeing | <p><b>Healthy lifestyles:</b> Children know the importance for good health of physical exercise, and a healthy diet,</p>  | <p><b>Healthy lifestyles:</b> Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene</p>   | <p><b>Healthy lifestyles:</b> Making informed choices; balanced diet; hygiene</p>  | <p><b>Healthy lifestyles:</b> What influences our choices about health and wellbeing</p> <p><b>Growing and changing:</b> aspirations, goals and feeling valued; intensity of our and</p>   |

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|                                  | <p>and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Children can explain why it is important to keep clean and understands some basic hygiene routines</p> <p><b>Growing and changing:</b> Children talk about changes within their own lives.</p> <p><b>Keeping safe:</b> Understand how members of a family and the wider community can help each other<br/>Understand the purpose and role of the emergency services.<br/>Develop an awareness of Stranger danger and road safety.</p> | <p><b>Growing and changing:</b> Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths</p> <p><b>Keeping safe:</b> What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe</p>   | <p><b>Growing and changing:</b> aspirations and goals; recognising and managing feelings; change, loss and grief</p> <p><b>Keeping safe:</b> Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe</p>  | <p>others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6)</p> <p><b>Keeping safe:</b> keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs</p>  |
| <p>Living in the Wider World</p> | <p><b>Rights and responsibilities:</b> Children understand the need to keep their classroom tidy and look after theirs and other belongings. Children increasingly follow class and school rules.</p> <p><b>Taking care of the environment:</b> Shows care and concern for living things and their environment. Children understand basic concepts such as recycling and</p>  | <p><b>Rights and responsibilities:</b> contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups</p> <p><b>Taking care of the environment:</b> improvements and harm to local environments; ways of looking after local environments</p> <p><b>Money matters:</b> sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices</p> | <p><b>Rights and responsibilities:</b> issues concerning health and wellbeing; the purpose of rules and laws; human rights; different cultures, customs and traditions of people living in the UK; anti-social behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information</p> <p><b>Taking care of the environment:</b> taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people</p> | <p><b>Rights and responsibilities:</b> topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of anti-social behaviours; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information</p> <p><b>Taking care of the environment:</b> responsibilities towards and how people contribute to communities and the environment; the lives of people living in</p> |

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|  |  |  | <p>around the world; how resources are allocated to communities</p> <p><b>Money matters:</b> the role that money plays in their lives; borrowing, debt and interest; enterprise</p> | <p>other places; how the earth's resources are allocated; resolving differences</p> <p><b>Money matters:</b> finance; earning money and deductions; enterprise</p> |
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