**Cheadle Heath  Primary School**

**PSHE Progression of Skills**

**EYFS**

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| **Making Relationships** | | | |
| **22-36 months** | **30-50 months** | **40-60 months** | **ELG** |
| Interested in others’ play and starting to join in.    Seeks out others to share experiences.  Shows affection and concern for people who are special to them.  May form a special friendship with another child. | Can play in a group, extending and elaborating play ideas, e.g. building up a roleplay activity with other children.  Initiates play, offering cues to peers to join them.  Keeps play going by responding to what others are saying or doing.  Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. | Initiates conversations, attends to and takes account of what others say.  Explains own knowledge and understanding, and asks appropriate questions of others.  Takes steps to resolve conflicts with other children, e.g. finding a compromise. | Children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. |

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| **Self-confidence and Self-awareness** | | | |
| **22-36 months** | **30-50 months** | **40-60 months** | **ELG** |
| Separates from main carer with support and encouragement from a familiar adult.  Expresses own preferences and interests. | Can select and use activities and resources with help.  Welcomes and values praise for what they have done.  Enjoys responsibility of carrying out small tasks.  Is more outgoing towards unfamiliar people and more confident in new social situations.  Confident to talk to other children when playing, and will communicate freely about own home and community.  Shows confidence in asking adults for help | Confident to speak to others about own needs, wants, interests and opinions.  Can describe self in positive terms and talk about abilities. | Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help. |

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| **Managing Feelings and Behaviour** | | | |
| **22-36 months** | **30-50 months** | **40-60 months** | **ELG** |
| Seeks comfort from familiar adults when needed.  Can express their own feelings such as sad, happy, cross, scared, worried.  Responds to the feelings and wishes of others.  Aware that some actions can hurt or harm others.  Tries to help or give comfort when others are distressed.  Shows understanding and cooperates with some boundaries and routines.  Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do. Growing ability to distract self when upset, e.g. by engaging in a new play activity | Aware of own feelings, and knows that some actions and words can hurt others’ feelings.  Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.  Can usually adapt behaviour to different events, social situations and changes in routine. | Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.  Aware of the boundaries set, and of behavioural expectations in the setting.  Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy | Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. |

**YEARS ONE TO SIX**

**RELATIONSHIPS**

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|  | **Family and friendships** | **Safe Relationships** | **Respecting ourselves and others** |
| KS1 | how to be a good friend, e.g. kindness, listening, honesty  about different ways that people meet and make friends  strategies for positive play with friends, e.g. joining in, including others, etc.  about what causes arguments between friends  how to positively resolve arguments between friends  how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else | how to recognise hurtful behaviour, including online  what to do and whom to tell if they see or experience hurtful behaviour, including online  about what bullying is and different types of bullying  how someone may feel if they are being bullied  about the difference between happy surprises and secrets that make them feel  uncomfortable or worried, and how to get help  how to resist pressure to do something that feels uncomfortable or unsafe  how to ask for help if they feel unsafe or worried and what vocabulary to use | about the things they have in common with their friends, classmates, and other people  how friends can have both similarities and differences  how to play and work cooperatively in different groups and situations  how to share their ideas and listen to others, take part in discussions, and give reasons for their views |
| about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers  the role these different people play in children’s lives and how they care for them  what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.  about the importance of telling someone — and how to tell them — if they are worried about something in their family | about situations when someone’s body or feelings might be hurt and whom to go to for help  about what it means to keep something private, including parts of the body that are private  to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)  how to respond if being touched makes them feel uncomfortable or unsafe  when it is important to ask for permission to touch others  how to ask for and give/not give permission | what kind and unkind behaviour mean in and out school  how kind and unkind behaviour can make people feel  about what respect means about class rules, being polite to others, sharing and taking turns |
| Y3 | to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents  that being part of a family provides support, stability and love  about the positive aspects of being part of a family, such as spending time together and caring for each other  about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty  to identify if/when something in a family might make someone upset or worried  what to do and whom to tell if family relationships are making them feel unhappy or unsafe | What is appropriate to share with friends, classmates, family and wider social groups including online  about what privacy and personal boundaries are, including online  basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision  that bullying and hurtful behaviour is unacceptable in any situation  about the effects and consequences of bullying for the people involved  about bullying online, and the similarities and differences to face-to-face bullying  what to do and whom to tell if they see or experience bullying or hurtful behaviour | to recognise respectful behaviours e.g. helping or including others, being responsible  how to model respectful behaviour in different situations e.g. at home, at school, online  the importance of self-respect and their right to be treated respectfully by others  what it means to treat others, and be treated, politely  the ways in which people show respect and courtesy in different cultures and in wider society |
| Y4 | about the features of positive healthy friendships such as mutual respect, trust and sharing interests  strategies to build positive friendships  how to seek support with relationships if they feel lonely or excluded  how to communicate respectfully with friends when using digital devices  how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know  what to do or whom to tell if they are worried about any contact online | to differentiate between playful teasing, hurtful behaviour and bullying, including online  how to respond if they witness or experience hurtful behaviour or bullying, including online  recognise the difference between ‘playful dares’ and dares which put someone  under pressure, at risk, or make them feel uncomfortable  how to manage pressures associated with dares  when it is right to keep or break a confidence or share a secret  how to recognise risks online such as harmful content or contact  how people may behave differently online including pretending to be someone they  are not  how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online | to recognise differences between people such as gender, race, faith  to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations  about the importance of respecting the differences and similarities between people  a vocabulary to sensitively discuss difference and include everyone |
| Y5 | what makes a healthy friendship and how they make people feel included  strategies to help someone feel included  about peer influence and how it can make people feel or behave  the impact of the need for peer approval in different situations, including online  strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication  that it is common for friendships to experience challenges  strategies to positively resolve disputes and reconcile differences in friendships  that friendships can change over time and the benefits of having new and different types of friends  how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable  when and how to seek support in relation to friendships | to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations  how to ask for, give and not give permission for physical contact  how it feels in a person’s mind and body when they are uncomfortable  that it is never someone’s fault if they have experienced unacceptable contact  how to respond to unwanted or unacceptable physical contact  that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about  whom to tell if they are concerned about unwanted physical contact | to recognise that everyone should be treated equally  why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own  what discrimination means and different types of discrimination e.g. racism, sexism, homophobia  to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment  the impact of discrimination on individuals, groups and wider society  ways to safely challenge discrimination  how to report discrimination online |
| Y6 | what it means to be attracted to someone and different kinds of loving relationships  that people who love each other can be of any gender, ethnicity or faith  the difference between gender identity and sexual orientation and everyone’s right to be loved  about the qualities of healthy relationships that help individuals flourish  ways in which couples show their love and commitment to one another, including those who are not married or who live apart  what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults  that people have the right to choose whom they marry or whether to get married  that to force anyone into marriage is illegal  how and where to report forced marriage or ask for help if they are worried | to compare the features of a healthy and unhealthy friendship  about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong  strategies to respond to pressure from friends including online  how to assess the risk of different online ‘challenges’ and ‘dares’  how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable  how to get advice and report concerns about personal safety, including online  what consent means and how to seek and give/not give permission in different situations | about the link between values and behaviour and how to be a positive role model  how to discuss issues respectfully  how to listen to and respect other points of view  how to constructively challenge points of view they disagree with  ways to participate effectively in discussions online and manage conflict or disagreements |

**LIVING IN THE WIDER WORLD**

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|  | **Belonging to a community** | **Media literacy and digital resilience** | **Money and work** |
| KS1 | about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups  about different rights and responsibilities that they have in school and the wider community  about how a community can help people from different groups to feel included  to recognise that they are all equal, and ways in which they are the same and different to others in their community | the ways in which people can access the internet e.g. phones, tablets, computers  to recognise the purpose and value of the internet in everyday life  to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos  that information online might not always be true | about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments  how money can be kept and looked after  about getting, keeping and spending money  that people are paid money for the job they do  how to recognise the difference between needs and wants  how people make choices about spending money, including thinking about needs and wants |
| about examples of rules in different situations, e.g. class rules, rules at home, rules outside  that different people have different needs  how we care for people, animals and other living things in different ways  how they can look after the environment, e.g. recycling | how and why people use the internet  the benefits of using the internet and digital devices  how people find things out and communicate safely with others online | that everyone has different strengths, in and out of school  about how different strengths and interests are needed to do different jobs  about people whose job it is to help us in the community  about different jobs and the work people do |
| Y3 | the reasons for rules and laws in wider society  the importance of abiding by the law and what might happen if rules and laws are broken  what human rights are and how they protect people  to identify basic examples of human rights including the rights of children  about how they have rights and also responsibilities  that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn | how the internet can be used positively for leisure, for school and for work  to recognise that images and information online can be altered or adapted and the reasons for why this happens  strategies to recognise whether something they see online is true or accurate  to evaluate whether a game is suitable to play or a website is appropriate for their age-group  to make safe, reliable choices from search results  how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication | about jobs that people may have from different sectors e.g. teachers, business people, charity work  that people can have more than one job at once or over their lifetime  about common myths and gender stereotypes related to work  to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM  about some of the skills needed to do a job, such as teamwork and decision-making  to recognise their interests, skills and achievements and how these might link to future jobs  how to set goals that they would like to achieve this year e.g. learn a new hobby |
| Y4 | the meaning and benefits of living in a community  to recognise that they belong to different communities as well as the school community  about the different groups that make up and contribute to a community  about the individuals and groups that help the local community, including through volunteering and work  how to show compassion towards others in need and the shared responsibilities of caring for them | that everything shared online has a digital footprint  that organisations can use personal information to encourage people to buy things  to recognise what online adverts look like  to compare content shared for factual purposes and for advertising  why people might choose to buy or not buy something online e.g. from seeing an advert  that search results are ordered based on the popularity of the website and that this can affect what information people access | how people make different spending decisions based on their budget, values and needs  how to keep track of money and why it is important to know how much is being spent  about different ways to pay for things such as cash, cards, e-payment and the reasons for using them  that how people spend money can have positive or negative effects on others e.g. charities, single use plastics |
| Y5 | about how resources are allocated and the effect this has on individuals, communities and the environment  the importance of protecting the environment and how everyday actions can either support or damage it  how to show compassion for the environment, animals and other living things  about the way that money is spent and how it affects the environment  to express their own opinions about their responsibility towards the environment | to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise  basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased  that some media and online content promote stereotypes  how to assess which search results are more reliable than others  to recognise unsafe or suspicious content online  how devices store and share information | to identify jobs that they might like to do in the future  about the role ambition can play in achieving a future career  how or why someone might choose a certain career  about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values  the importance of diversity and inclusion to promote people’s career opportunities  about stereotyping in the workplace, its impact and how to challenge it  that there is a variety of routes into work e.g. college, apprenticeships, university, training |
| Y6 | what prejudice means  to differentiate between prejudice and discrimination  how to recognise acts of discrimination  strategies to safely respond to and challenge discrimination  how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups  how stereotypes are perpetuated and how to challenge this | about the benefits of safe internet use e.g. learning, connecting and communicating  how and why images online might be manipulated, altered, or faked  how to recognise when images might have been altered  why people choose to communicate through social media and some of the risks and challenges of doing so  that social media sites have age restrictions and regulations for use  the reasons why some media and online content is not appropriate for children  how online content can be designed to manipulate people’s emotions and encourage them to read or share things  about sharing things online, including rules and laws relating to this  how to recognise what is appropriate to share online  how to report inappropriate online content or contact | about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money  about value for money and how to judge if something is value for money  how companies encourage customers to buy things and why it is important to be a critical consumer  how having or not having money can impact on a person’s emotions, health and wellbeing  about common risks associated with money, including debt, fraud and gambling  how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk  how to get help if they are concerned about gambling or other financial risks |

**HEALTH AND WELLBEING**

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|  | **Physical health and mental wellbeing** | **Growing and changing** | **Keeping Safe** |
| KS1 | about routines and habits for maintaining good physical and mental health  why sleep and rest are important for growing and keeping healthy  that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies  the importance of, and routines for, brushing teeth and visiting the dentist  about food and drink that affect dental health  how to describe and share a range of feelings  ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others  how to manage big feelings including those associated with change, loss and bereavement  when and how to ask for help, and how to help others, with their feelings | about the human life cycle and how people grow from young to old  how our needs and bodies change as we grow up  to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)  about change as people grow up, including new opportunities and responsibilities  preparing to move to a new class and setting goals for next year | how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines  how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’  to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger  how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products  about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel  how to respond if there is an accident and someone is hurt  about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say |
| what it means to be healthy and why it is important  ways to take care of themselves on a daily basis  about basic hygiene routines, e.g. hand washing  about healthy and unhealthy foods, including sugar intake  about physical activity and how it keeps people healthy  about different types of play, including balancing indoor, outdoor and screen-based play  about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors  how to keep safe in the sun | to recognise what makes them special and unique including their likes, dislikes and what they are good at  how to manage and whom to tell when finding things difficult, or when things go wrong  how they are the same and different to others  about different kinds of feelings  how to recognise feelings in themselves and others  how feelings can affect how people behave | how rules can help to keep us safe  why some things have age restrictions, e.g. TV and film, games, toys or play areas  basic rules for keeping safe online  whom to tell if they see something online that makes them feel unhappy, worried, or scared |
| Y3 | about the choices that people make in daily life that could affect their health  to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)  what can help people to make healthy choices and what might negatively influence them  about habits and that sometimes they can be maintained, changed or stopped  the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle  what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally  that regular exercise such as walking or cycling has positive benefits for their mental and physical health  about the things that affect feelings both positively and negatively  strategies to identify and talk about their feelings  about some of the different ways people express feelings e.g. words, actions, body language  to recognise how feelings can change overtime and become more or less powerful | that everyone is an individual and has unique and valuable contributions to make  to recognise how strengths and interests form part of a person’s identity  how to identify their own personal strengths and interests and what they’re proud of (in school, out of school)  to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues  basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again | how to identify typical hazards at home and in school  how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen  about fire safety at home including the need for smoke alarms  the importance of following safety rules from parents and other adults  how to help keep themselves safe in the local environment or unfamiliar places,  including road, rail, water and firework safety |
| Y4 | to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally  what good physical health means and how to recognise early signs of physical illness  that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary  how to maintain oral hygiene and dental health, including how to brush and floss correctly  the importance of regular visits to the dentist and the effects of different foods,  drinks and substances on dental health | how to identify external genitalia and reproductive organs  about the physical and emotional changes during puberty  key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams  strategies to manage the changes during puberty including menstruation  the importance of personal hygiene routines during puberty including washing regularly and using deodorant  how to discuss the challenges of puberty with a trusted adult  how to get information, help and advice about puberty | the importance of taking medicines correctly and using household products safely  to recognise what is meant by a ‘drug’  that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing  to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects  to identify some of the risks associated with drugs common to everyday life  that for some people using drugs can become a habit which is difficult to break  how to ask for help or advice |
| Y5 | how sleep contributes to a healthy lifestyle  healthy sleep strategies and how to maintain them  about the benefits of being outdoors and in the sun for physical and mental health  how to manage risk in relation to sun exposure, including skin damage and heat stroke  how medicines can contribute to health and how allergies can be managed  that some diseases can be prevented by vaccinations and immunisations  that bacteria and viruses can affect health  how they can prevent the spread of bacteria and viruses with everyday hygiene routines  to recognise the shared responsibility of keeping a clean environment | about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes  that for some people their gender identity does not correspond with their biological sex  how to recognise, respect and express their individuality and personal qualities  ways to boost their mood and improve emotional wellbeing  about the link between participating in interests, hobbies and community groups and mental wellbeing | to identify when situations are becoming risky, unsafe or an emergency  to identify occasions where they can help take responsibility for their own safety  to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour  how to deal with common injuries using basic first aid techniques  how to respond in an emergency, including when and how to contact different emergency services  that female genital mutilation (FGM) is against British law¹  what to do and whom to tell if they think they or someone they know might be at risk of FGM |
| Y6 | that mental health is just as important as physical health and that both need looking after  to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support  how negative experiences such as being bullied or feeling lonely can affect mental wellbeing  positive strategies for managing feelings  that there are situations when someone may experience mixed or conflicting feelings  how feelings can often be helpful, whilst recognising that they sometimes need to be overcome  to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available  identify where they and others can ask for help and support with mental wellbeing in and outside school  the importance of asking for support from a trusted adult  about the changes that may occur in life including death, and how these can cause conflicting feelings  that changes can mean people experience feelings of loss or grief  about the process of grieving and how grief can be expressed  about strategies that can help someone cope with the feelings associated with change or loss  to identify how to ask for help and support with loss, grief or other aspects of change  how balancing time online with other activities helps to maintain their health and wellbeing  strategies to manage time spent online and foster positive habits e.g. switching phone off at night  what to do and whom to tell if they are frightened or worried about something they have seen online | to recognise some of the changes as they grow up e.g. increasing independence  about what being more independent might be like, including how it may feel  about the transition to secondary school and how this may affect their feelings  about how relationships may change as they grow up or move to secondary school  practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school  identify the links between love, committed relationships and conception  what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults  how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb  that pregnancy can be prevented with contraception  about the responsibilities of being a parent or carer and how having a baby changes someone’s life | how to protect personal information online  to identify potential risks of personal information being misused  strategies for dealing with requests for personal information or images of themselves  to identify types of images that are appropriate to share with others and those which might not be appropriate  that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be  what to do if they take, share or come across an image which may upset, hurt or embarrass them or others  how to report the misuse of personal information or sharing of upsetting content/images online  about the different age rating systems for social media, T.V, films, games and online gaming  why age restrictions are important and how they help people make safe decisions about what to watch, use or play  about the risks and effects of different drugs  about the laws relating to drugs common to everyday life and illegal drugs  to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs  about the organisations where people can get help and support concerning drug use  how to ask for help if they have concerns about drug use  about mixed messages in the media relating to drug use and how they might influence opinions and decisions |