

Progression of PSHE Skills

| | Nursery | | | Reception | | |
|---|---|---|---------------------------------------|------------------------------|------------------------------------|--|
| <u>Relationships</u> Statutory | Autumn | Spring | Summer | Autumn | Spring | Summer |
| I can develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. | What are my favourite things about me? | Why is it important that we are all different? | | What makes me unique? | | |
| I can recognise the importance of healthy relationships and how they provide love, happiness, stability and security. | What are my favourite things about me? | | How can I feel safe at school? | What makes me unique? | | |
| I can identify the characteristics needed to form and maintain healthy relationships and how this links to my own well-being. | | | | | | |
| I can recognise and manage emotions within a range of relationships. | | | | What makes me unique? | | |
| I can recognise and maintain boundaries in a variety of relationships to keep myself safe. | | | | | | What are the dangers around me? |
| I can recognise risky or negative relationships including all forms of bullying and abuse. | | | | | | |
| I can respond to risky or negative relationships and ask for help. | | | | | | |
| I can respect equality and diversity in relationships. | | Why is it important that we are all different? | | | What makes my home special? | |

Progression of PSHE Skills

| | Nursery | | | Reception | | |
|---|---|--------|---------------------------------------|--|--------|--|
| Health and Wellbeing Statutory | Autumn | Spring | Summer | Autumn | Spring | Summer |
| I can recognise, develop and maintain what is meant by a healthy lifestyle. | What things do I need to be healthy? | | | What should I do when the going gets tough? | | |
| I can recognise emotions that affect physical and mental health and well-being. | | | | What should I do when the going gets tough? | | How am I changing? |
| I can maintain physical, mental and emotional health and wellbeing. | | | | What should I do when the going gets tough? | | |
| I can identify influences on health and well-being. | What things do I need to be healthy? | | | | | |
| I can manage risks to physical and emotional health and wellbeing. | | | How can I feel safe at school? | | | What are the dangers around me? |
| I can make suggestions of ways to keep physically and emotionally safe. | | | How can I feel safe at school? | | | What are the dangers around me? |
| I can develop and manage change, including puberty, transition and loss | | | How am I different to a baby? | | | How am I changing? |
| I can make informed choices about health and wellbeing and recognise sources of help with this. | What things do I need to be healthy? | | | | | How am I changing? |
| I can respond to an emergency appropriately. | | | | | | |

Progression of PSHE Skills

| | Nursery | | | Reception | | |
|--|---|---|--------|-----------|--|--------|
| Citizenship Non-statutory | Autumn | Spring | Summer | Autumn | Spring | Summer |
| I can develop my respect for myself, others and the importance of responsible behaviours and actions | What are my favourite things about me? | Why is it important that we are all different? | | | | |
| I can recognise rights and responsibilities as members of families, other groups and ultimately as citizens. | | How can I make my school a better place? | | | What makes my home special? | |
| I can respect and recognise the value of different groups and communities. | | How can I make my school a better place? | | | How should I care for my world? | |
| I can respect equality and develop my ability to become a productive member of a diverse community. | | | | | | |
| I can recognise the importance of respecting and protecting the environment. | | How can I make my school a better place? | | | How should I care for my world? | |
| I can research, discuss and debate topical issues and events. | | | | | | |
| I can understand where money comes from, keeping it safe and the importance of managing it effectively. | | | | | How should I care for my world? | |
| I can recognise my rights and responsibilities in different communities and how these may conflict with each other. | | | | | | |
| I can reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences | | | | | | |

Progression of PSHE Skills

| | Year 1 | | | Year 2 | | |
|---|---|--|---|---|--|------------------------------------|
| Relationships Statutory | Autumn | Spring | Summer | Autumn | Spring | Summer |
| I can develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. | How do my feelings affect me and my friendships? | | | | How do acts of kindness make us feel? | |
| I can recognise the importance of healthy relationships and how they provide love, happiness, stability and security. | How do my feelings affect me and my friendships? | | | | How do acts of kindness make us feel? | |
| I can identify the characteristics needed to form and maintain healthy relationships and how this links to my own well-being. | How do my feelings affect me and my friendships? | | | What can I control around me? | | |
| I can recognise and manage emotions within a range of relationships. | | | | How does bullying affect people? | | |
| I can recognise and maintain boundaries in a variety of relationships to keep myself safe. | | | How have we changed from then till now? | | | When should I keep secrets? |
| I can recognise risky or negative relationships including all forms of bullying and abuse. | | How can we show our respect for others differences? | | How does bullying affect people? | | When should I keep secrets? |
| I can respond to risky or negative relationships and ask for help. | | | How can I prepare myself for overcoming obstacles? | How does bullying affect people? | | When should I keep secrets? |
| I can respect equality and diversity in relationships. | | How can we show our respect for others differences? | | | How do acts of kindness make us feel? | |

Progression of PSHE Skills

| | Year 1 | | | Year 2 | | |
|---|-----------------------------------|--|---|---------------|---|---|
| Health and Wellbeing Statutory | Autumn | Spring | Summer | Autumn | Spring | Summer |
| I can recognise, develop and maintain what is meant by a healthy lifestyle. | What am I responsible for? | How can I keep myself at my best? | | | What does it look like when I am my best self? | |
| I can recognise emotions that affect physical and mental health and well-being. | | | | | | |
| I can maintain physical, mental and emotional health and wellbeing. | | | | | | |
| I can identify influences on health and well-being. | What am I responsible for? | How can I keep myself at my best? | | | What does it look like when I am my best self? | |
| I can manage risks to physical and emotional health and wellbeing. | | | How have we changed from then till now? | | | |
| I can make suggestions of ways to keep physically and emotionally safe. | | How can I keep myself at my best? | How can I prepare myself for overcoming obstacles? | | | What are the effects of our changing bodies? |
| I can develop and manage change, including puberty, transition and loss | | | How have we changed from then till now? | | | What are the effects of our changing bodies? |
| I can make informed choices about health and wellbeing and recognise sources of help with this. | | | How can I prepare myself for overcoming obstacles? | | What does it look like when I am my best self? | |
| I can respond to an emergency appropriately. | | | | | | What are the effects of our changing bodies? |

Progression of PSHE Skills

| | Year 1 | | | Year 2 | | |
|--|----------------------------|---|--------|-------------------------------|--------|--------|
| Citizenship Non-statutory | Autumn | Spring | Summer | Autumn | Spring | Summer |
| I can develop my respect for myself, others and the importance of responsible behaviours and actions | | | | What can I control around me? | | |
| I can recognise rights and responsibilities as members of families, other groups and ultimately as citizens. | | | | | | |
| I can respect and recognise the value of different groups and communities. | | How can we show our respect for others differences? | | | | |
| I can respect equality and develop my ability to become a productive member of a diverse community. | | | | | | |
| I can recognise the importance of respecting and protecting the environment. | | | | | | |
| I can research, discuss and debate topical issues and events. | | | | | | |
| I can understand where money comes from, keeping it safe and the importance of managing it effectively. | What am I responsible for? | | | What can I control around me? | | |
| I can recognise my rights and responsibilities in different communities and how these may conflict with each other. | | | | | | |
| I can reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences | | | | | | |

Progression of PSHE Skills

| | Year 3 | | | Year 4 | | |
|---|---|---|--------|---|---|--------|
| Relationships Statutory | Autumn | Spring | Summer | Autumn | Spring | Summer |
| I can develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. | Why are healthy relationships important? | | | | Should our similarities & differences be celebrated? | |
| I can recognise the importance of healthy relationships and how they provide love, happiness, stability and security. | Why are healthy relationships important? | | | What do good communication skills look like in a relationship? | | |
| I can identify the characteristics needed to form and maintain healthy relationships and how this links to my own well-being. | Why are healthy relationships important? | | | What do good communication skills look like in a relationship? | | |
| I can recognise and manage emotions within a range of relationships. | | What does respect look like in a relationship? | | What do good communication skills look like in a relationship? | | |
| I can recognise and maintain boundaries in a variety of relationships to keep myself safe. | | What does respect look like in a relationship? | | | | |
| I can recognise risky or negative relationships including all forms of bullying and abuse. | | | | | Should our similarities & differences be celebrated? | |
| I can respond to risky or negative relationships and ask for help. | | | | | | |
| I can respect equality and diversity in relationships. | | What does respect look like in a relationship? | | | Should our similarities & differences be celebrated? | |

Progression of PSHE Skills

| | Year 3 | | | Year 4 | | |
|---|--------|------------------------------------|---|--------|--------|--|
| Health and Wellbeing Statutory | Autumn | Spring | Summer | Autumn | Spring | Summer |
| I can recognise, develop and maintain what is meant by a healthy lifestyle. | | How can we keep ourselves healthy? | Whose responsibility is it to keep ourselves and others safe? | | | |
| I can recognise emotions that affect physical and mental health and well-being. | | | How do we become a confident individual? | | | How does change and growth make us feel? |
| I can maintain physical, mental and emotional health and wellbeing. | | How can we keep ourselves healthy? | | | | Is the safety of our physical well-being more important than our mental wellbeing? |
| I can identify influences on health and well-being. | | How can we keep ourselves healthy? | Whose responsibility is it to keep ourselves and others safe? | | | |
| I can manage risks to physical and emotional health and wellbeing. | | | | | | Is the safety of our physical well-being more important than our mental wellbeing? |
| I can make suggestions of ways to keep physically and emotionally safe. | | | How do we become a confident individual? | | | Is the safety of our physical well-being more important than our mental wellbeing? |
| I can develop and manage change, including puberty, transition and loss | | | How do we become a confident individual? | | | How does change and growth make us feel? |
| I can make informed choices about health and wellbeing and recognise sources of help with this. | | | Whose responsibility is it to keep ourselves and others safe? | | | How does change and growth make us feel? |
| I can respond to an emergency appropriately. | | | | | | |

Progression of PSHE Skills

| | Year 3 | | | Year 4 | | |
|--|---|--------|--------|-------------------------------------|--------|--------|
| Citizenship Non-statutory | Autumn | Spring | Summer | Autumn | Spring | Summer |
| I can develop my respect for myself, others and the importance of responsible behaviours and actions | How do I become a responsible citizen? | | | | | |
| I can recognise rights and responsibilities as members of families, other groups and ultimately as citizens. | How do I become a responsible citizen? | | | What is our role in society? | | |
| I can respect and recognise the value of different groups and communities. | How do our choices effect our community? | | | | | |
| I can respect equality and develop my ability to become a productive member of a diverse community. | How do our choices effect our community? | | | What can I contribute? | | |
| I can recognise the importance of respecting and protecting the environment. | How do I become a responsible citizen? | | | What can I contribute? | | |
| I can research, discuss and debate topical issues and events. | | | | What is our role in society? | | |
| I can understand where money comes from, keeping it safe and the importance of managing it effectively. | | | | What can I contribute? | | |
| I can recognise my rights and responsibilities in different communities and how these may conflict with each other. | How do our choices effect our community? | | | | | |
| I can reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences | | | | What is our role in society? | | |

Progression of PSHE Skills

| | Year 5 | | | Year 6 | | |
|---|--|--------------------------------------|--|--|--|--|
| Relationships Statutory | Autumn | Spring | Summer | Autumn | Spring | Summer |
| I can develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. | Are all relationships the same? | | | | | |
| I can recognise the importance of healthy relationships and how they provide love, happiness, stability and security. | | | | What are the consequences of pressure in relationships? | | |
| I can identify the characteristics needed to form and maintain healthy relationships and how this links to my own well-being. | Are all relationships the same? | | | | | |
| I can recognise and manage emotions within a range of relationships. | Are all relationships the same? | | | | | |
| I can recognise and maintain boundaries in a variety of relationships to keep myself safe. | | | How will puberty change us? | What are the consequences of pressure in relationships? | | |
| I can recognise risky or negative relationships including all forms of bullying and abuse. | | | Should we dare others to take a risk? | | How does the phrase "putting yourself in someone else's shoes" help us understand others? | What are the considerations of making a baby? |
| I can respond to risky or negative relationships and ask for help. | | | Should we dare others to take a risk? | | How does the phrase "putting yourself in someone else's shoes" help us understand others? | |
| I can respect equality and diversity in relationships. | | How many of us are different? | | What are the consequences of pressure in relationships? | | |

Progression of PSHE Skills

| | Year 5 | | | Year 6 | | |
|---|--------|--|--|--------|--------------------------------------|--|
| <u>Health and Wellbeing</u> Statutory | Autumn | Spring | Summer | Autumn | Spring | Summer |
| I can recognise, develop and maintain what is meant by a healthy lifestyle. | | | | | | How will I react to risky situations? |
| I can recognise emotions that affect physical and mental health and well-being. | | | How will puberty change us? | | | |
| I can maintain physical, mental and emotional health and wellbeing. | | | | | Should we take risks in life? | |
| I can identify influences on health and well-being. | | How do I unlock my star qualities as I am growing up? | | | | How will I react to risky situations? |
| I can manage risks to physical and emotional health and wellbeing. | | | | | Should we take risks in life? | What are the considerations of making a baby? |
| I can make suggestions of ways to keep physically and emotionally safe. | | | Should we dare others to take a risk? | | | |
| I can develop and manage change, including puberty, transition and loss | | | How will puberty change us? | | | What are the considerations of making a baby? |
| I can make informed choices about health and wellbeing and recognise sources of help with this. | | | | | Should we take risks in life? | |
| I can respond to an accident/emergency appropriately. | | How do I unlock my star qualities as I am growing up? | | | | |

Progression of PSHE Skills

| | Year 5 | | | Year 6 | | |
|--|--|--|--------|--|--|--|
| <u>Citizenship</u> Non-statutory | Autumn | Spring | Summer | Autumn | Spring | Summer |
| I can develop my respect for myself, others and the importance of responsible behaviours and actions | | How do I unlock my star qualities as I am growing up? | | | | How will I react to risky situations? |
| I can recognise rights and responsibilities as members of families, other groups and ultimately as citizens. | How can my voice and actions leave an impression? | | | | | |
| I can respect and recognise the value of different groups and communities. | | How many of us are different? | | | How does the phrase “putting yourself in someone else’s shoes” help us understand others? | |
| I can respect equality and develop my ability to become a productive member of a diverse community. | | | | How can we “make a mark” on this world? | | |
| I can recognise the importance of respecting and protecting the environment. | | | | How can we “make a mark” on this world? | | |
| I can research, discuss and debate topical issues and events. | How can my voice and actions leave an impression? | | | | | |
| I can understand where money comes from, keeping it safe and the importance of managing it effectively. | How can my voice and actions leave an impression? | | | | | |
| I can recognise my rights and responsibilities in different communities and how these may conflict with each other. | | | | How can we “make a mark” on this world? | | |
| I can reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences | | How many of us are different? | | | | |

