

Progression of Skills: Years 1 and 2

In Year 1 and 2, the children can...

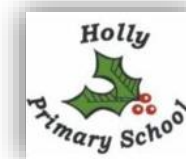
<p><u>Relationships</u></p> <ul style="list-style-type: none">• Identify and name some feelings and express some of their positive qualities.• Demonstrate that they can manage some feelings in a positive and effective way.• Begin to share their views and opinions.• Understand behaviour and how people's bodies and feelings can be hurt.• Set themselves simple goals.• Understand the difference between a secret and a surprise.	<p><u>Vocabulary</u></p> <p>frustrated, fault, obstacles, determined, fair, unfair, calm, uncomfortable, comfortable, sad, happy, worried, nervous, goal, secret, surprise, teasing</p>
<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none">• Explain ways of keeping clean.• Name the main parts of the body.• Explain that people grow from young to old and discuss other changes and loss.• Make simple choices about some aspects of their health and well-being and know what keeps them healthy.• Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.• Talk about family networks and know people who are responsible for keeping us safe.	<p><u>Vocabulary</u></p> <p>healthy, unhealthy, diet, exercise, emergency, harmful, responsible, family network, body parts, penis, vagina, similar, different</p>

Holly Primary School
PSHE Progression map

<p><u>Living in the wider world</u></p> <ul style="list-style-type: none">• Explain different ways that family and friends should care for one another.• Understand how to contribute to life in the classroom, how to construct and follow rules and how to belong to a community or group.• Recognise that bullying is wrong and list some ways to get help in dealing with it.• Recognise the effect of their behaviour on other people, and cooperate with others.• Identify and respect differences and similarities between people.• Discuss improvements and harm to local environments.• Know some ways of looking after local environments.• Know some sources of money, uses of money and the role of money in their lives.• Discuss spending and saving, managing money and how to keep it safe.	<p><u>Vocabulary</u></p> <p>responsibility, respect, belong, rules, community, contribute, welcome, environment, harm, improve, managing money, spend, save, bullying</p>
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Progression of Skills: Years 3 and 4

In Years 3 and 4, the children can...



<p><u>Relationships</u></p> <ul style="list-style-type: none">• Recognise and manage different feelings.• Recognise their own worth and that of others.• Listen to and show respect for the views of others.• Know what a friend is and does and how to cope with some friendship problems.• Understand when they should keep secrets and promises, and when they should tell somebody about them.• Identify different types of relationship and show ways to maintain good relationships.• Understand physical boundaries within different relationships.	<p><u>Vocabulary</u></p> <p>boredom, resentment, excitement, frightened, anxious, support, hopeful, nervous, scared, accepted, rejected, left out, gifts, talents, secret, promise, equality, diversity, boundaries, resolve conflict</p>
<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none">• Make choices about how to develop healthy lifestyles.• Discuss their aspirations and goals.• Understand and talk about change, loss and grief.• Discuss rules for safety and how to get help.• Know about keeping physically and emotionally safe both on and offline.• List the commonly available substances and drugs that are legal and illegal, and describe some of the effects and risks of these.• Understand the main differences between male and female.• Name the main body parts and describe the main stages of the human life-cycle.• Explore different types of families.	<p><u>Vocabulary</u></p> <p>healthy, unhealthy lifestyle, wellbeing, legal, illegal, aspirations, goal, substances, risk, effect, change, loss, grief, physically safe, emotionally safe, life-cycle, male, female, penis, vagina, testicles, stereotypes, consent</p>

Holly Primary School
PSHE Progression map

Living In the Wider World

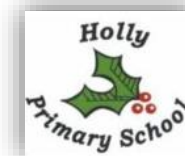
- Explain how actions have consequences for themselves and others.
- Describe the nature and consequences of bullying, and express ways of responding to it.
- Understand the purpose of rules and law, human rights, different cultures, customs and traditions of people living in the UK.
- Understand our responsibilities towards our environment. Show how they care for the environment.
- Discuss different groups that support our communities and environment.
- Know about the lives of other people around the world.
- Understand the role that money plays in their lives. Discuss borrowing, debt and interest.
- Begin to understand what is meant by 'enterprise'.

Vocabulary

respect, tolerance, consequences, bullying, community, responsibility, rules, law, human rights, culture, custom, tradition, environment, borrowing, debt, interest, enterprise

Progression of Skills: Years 5 and 6

In Years 5 and 6, the children can...



<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Identify positive ways to face new challenges. • Recognise the feelings of themselves and others and respond to other's feelings. • Begin to understand conflict negotiation. • Understand what constitutes a healthy relationship and how actions and behaviour can affect relationships. • Understand what is meant by keeping something in confidence or a secret. • Recognise and manage dares. 	<p><u>Vocabulary</u></p> <p>secure, insecure, humiliation, worried, reaction, gossip, rumour, empathy, teamwork, motivation, bravery, respect, equality, diversity, anxiety, petrified, terrified, in confidence, dare, secret, healthy relationship, conflict negotiation</p>
<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • Identify some factors that affect emotional health and well-being. • Discuss a range of emotions, change, bereavement, loss, grief and transitions. • Identify and explain how to manage the risks in different familiar situations. • Discuss independence and their own responsibilities. • Discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. • Discuss body image. • Understand human reproduction and conception. • Make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. • List the commonly available substances and drugs that are legal and illegal, and describe some of the effects and risks of these. 	<p><u>Vocabulary</u></p> <p>emotions, change, bereavement, loss, grief, transitions, risk, independence, responsibility, legal, illegal, substances, emotion, peer-pressure, influence, well-being, puberty, body image, reproduction, conception, menstruation, sperm, semen, erection, pubic hair, sexual feelings</p>

Holly Primary School
PSHE Progression map

Living in the wider world

- Respond to, or challenge, negative behaviours such as stereotyping and aggression.
- Discuss bullying, discrimination and prejudice.
- Describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves.
- Understand rules and laws and the precedence of human rights over other laws.
- Understand different practices and traditions and the range of religious and ethnic identities in the UK.
- Understand some of their own responsibilities towards and how people contribute to the community and the environment.
- Talk about a range of jobs, and explain how they will develop skills to work in the future.
- Demonstrate how to look after and save money.
- Understand what is meant by enterprise and demonstrate how they can be enterprising.

Vocabulary

respect, tolerance, duties, belief, values, rules, law, human rights, religious identity, ethnic identity, stereotype, bullying, aggression, discrimination, prejudice, contribution, responsibility, enterprise, decisions, choices, traditions, resolving differences, ethnic identity, media, resources, skills