**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, honestyabout different ways that people meet and make friendsstrategies for positive play with friends, e.g. joining in, including others, etc.about what causes arguments between friendshow to positively resolve arguments between friendshow to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else | how to recognise hurtful behaviour, including onlinewhat to do and whom to tell if they see or experience hurtful behaviour, including onlineabout what bullying is and different types of bullyinghow someone may feel if they are being bulliedabout the difference between happy surprises and secrets that make them feeluncomfortable or worried, and how to get helphow to resist pressure to do something that feels uncomfortable or unsafehow 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 peoplehow friends can have both similarities and differenceshow to play and work cooperatively in different groups and situationshow 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, teachersthe role these different people play in children’s lives and how they care for themwhat 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 helpabout what it means to keep something private, including parts of the body that are privateto 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 unsafewhen it is important to ask for permission to touch othershow to ask for and give/not give permission | what kind and unkind behaviour mean in and out schoolhow kind and unkind behaviour can make people feelabout 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 parentsthat being part of a family provides support, stability and loveabout the positive aspects of being part of a family, such as spending time together and caring for each otherabout the different ways that people can care for each other e.g. giving encouragement or support in times of difficultyto identify if/when something in a family might make someone upset or worriedwhat 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 onlineabout what privacy and personal boundaries are, including onlinebasic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervisionthat bullying and hurtful behaviour is unacceptable in any situationabout the effects and consequences of bullying for the people involvedabout bullying online, and the similarities and differences to face-to-face bullyingwhat 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 responsiblehow to model respectful behaviour in different situations e.g. at home, at school, onlinethe importance of self-respect and their right to be treated respectfully by otherswhat it means to treat others, and be treated, politelythe 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 interestsstrategies to build positive friendshipshow to seek support with relationships if they feel lonely or excludedhow to communicate respectfully with friends when using digital deviceshow 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 onlinehow to respond if they witness or experience hurtful behaviour or bullying, including onlinerecognise the difference between ‘playful dares’ and dares which put someoneunder pressure, at risk, or make them feel uncomfortablehow to manage pressures associated with dareswhen it is right to keep or break a confidence or share a secrethow to recognise risks online such as harmful content or contacthow people may behave differently online including pretending to be someone theyare nothow 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, faithto recognise what they have in common with others e.g. shared values, likes and dislikes, aspirationsabout the importance of respecting the differences and similarities between peoplea vocabulary to sensitively discuss difference and include everyone |
| Y5 | what makes a healthy friendship and how they make people feel includedstrategies to help someone feel includedabout peer influence and how it can make people feel or behavethe impact of the need for peer approval in different situations, including onlinestrategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communicationthat it is common for friendships to experience challengesstrategies to positively resolve disputes and reconcile differences in friendshipsthat friendships can change over time and the benefits of having new and different types of friendshow to recognise if a friendship is making them feel unsafe, worried, or uncomfortablewhen and how to seek support in relation to friendships | to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situationshow to ask for, give and not give permission for physical contacthow it feels in a person’s mind and body when they are uncomfortablethat it is never someone’s fault if they have experienced unacceptable contacthow to respond to unwanted or unacceptable physical contactthat 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 aboutwhom to tell if they are concerned about unwanted physical contact | to recognise that everyone should be treated equallywhy 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 ownwhat discrimination means and different types of discrimination e.g. racism, sexism, homophobiato identify online bullying and discrimination of groups or individuals e.g. trolling and harassmentthe impact of discrimination on individuals, groups and wider societyways to safely challenge discriminationhow to report discrimination online |
| Y6 | what it means to be attracted to someone and different kinds of loving relationshipsthat people who love each other can be of any gender, ethnicity or faiththe difference between gender identity and sexual orientation and everyone’s right to be lovedabout the qualities of healthy relationships that help individuals flourishways in which couples show their love and commitment to one another, including those who are not married or who live apartwhat marriage and civil partnership mean e.g. a legal declaration of commitment made by two adultsthat people have the right to choose whom they marry or whether to get marriedthat to force anyone into marriage is illegalhow and where to report forced marriage or ask for help if they are worried | to compare the features of a healthy and unhealthy friendshipabout the shared responsibility if someone is put under pressure to do something dangerous and something goes wrongstrategies to respond to pressure from friends including onlinehow 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 uncomfortablehow to get advice and report concerns about personal safety, including onlinewhat 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 modelhow to discuss issues respectfullyhow to listen to and respect other points of viewhow to constructively challenge points of view they disagree withways 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 groupsabout different rights and responsibilities that they have in school and the wider communityabout how a community can help people from different groups to feel includedto 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, computersto recognise the purpose and value of the internet in everyday lifeto recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videosthat 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 paymentshow money can be kept and looked afterabout getting, keeping and spending moneythat people are paid money for the job they dohow to recognise the difference between needs and wantshow 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 outsidethat different people have different needshow we care for people, animals and other living things in different wayshow they can look after the environment, e.g. recycling | how and why people use the internetthe benefits of using the internet and digital deviceshow people find things out and communicate safely with others online | that everyone has different strengths, in and out of schoolabout how different strengths and interests are needed to do different jobsabout people whose job it is to help us in the communityabout different jobs and the work people do |
| Y3 | the reasons for rules and laws in wider societythe importance of abiding by the law and what might happen if rules and laws are brokenwhat human rights are and how they protect peopleto identify basic examples of human rights including the rights of childrenabout how they have rights and also responsibilitiesthat 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 workto recognise that images and information online can be altered or adapted and the reasons for why this happensstrategies to recognise whether something they see online is true or accurateto evaluate whether a game is suitable to play or a website is appropriate for their age-groupto make safe, reliable choices from search resultshow 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 workthat people can have more than one job at once or over their lifetimeabout common myths and gender stereotypes related to workto challenge stereotypes through examples of role models in different fields of work e.g. women in STEMabout some of the skills needed to do a job, such as teamwork and decision-makingto recognise their interests, skills and achievements and how these might link to future jobshow 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 communityto recognise that they belong to different communities as well as the school communityabout the different groups that make up and contribute to a communityabout the individuals and groups that help the local community, including through volunteering and workhow to show compassion towards others in need and the shared responsibilities of caring for them | that everything shared online has a digital footprintthat organisations can use personal information to encourage people to buy things to recognise what online adverts look liketo compare content shared for factual purposes and for advertisingwhy people might choose to buy or not buy something online e.g. from seeing an advertthat 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 needshow to keep track of money and why it is important to know how much is being spentabout different ways to pay for things such as cash, cards, e-payment and the reasons for using themthat 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 environmentthe importance of protecting the environment and how everyday actions can either support or damage ithow to show compassion for the environment, animals and other living thingsabout the way that money is spent and how it affects the environmentto 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 advertisebasic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biasedthat some media and online content promote stereotypeshow to assess which search results are more reliable than othersto recognise unsafe or suspicious content onlinehow devices store and share information | to identify jobs that they might like to do in the futureabout the role ambition can play in achieving a future careerhow or why someone might choose a certain careerabout what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, valuesthe importance of diversity and inclusion to promote people’s career opportunitiesabout stereotyping in the workplace, its impact and how to challenge itthat there is a variety of routes into work e.g. college, apprenticeships, university, training |
| Y6 | what prejudice meansto differentiate between prejudice and discriminationhow to recognise acts of discriminationstrategies to safely respond to and challenge discriminationhow to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groupshow stereotypes are perpetuated and how to challenge this | about the benefits of safe internet use e.g. learning, connecting and communicatinghow and why images online might be manipulated, altered, or fakedhow to recognise when images might have been alteredwhy people choose to communicate through social media and some of the risks and challenges of doing sothat social media sites have age restrictions and regulations for usethe reasons why some media and online content is not appropriate for childrenhow online content can be designed to manipulate people’s emotions and encourage them to read or share thingsabout sharing things online, including rules and laws relating to thishow to recognise what is appropriate to share onlinehow 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 moneyabout value for money and how to judge if something is value for moneyhow companies encourage customers to buy things and why it is important to be a critical consumerhow having or not having money can impact on a person’s emotions, health and wellbeingabout common risks associated with money, including debt, fraud and gamblinghow money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial riskhow 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 healthwhy sleep and rest are important for growing and keeping healthythat medicines, including vaccinations and immunisations, can help people stay healthy and manage allergiesthe importance of, and routines for, brushing teeth and visiting the dentistabout food and drink that affect dental healthhow to describe and share a range of feelingsways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with othershow to manage big feelings including those associated with change, loss and bereavementwhen 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 oldhow our needs and bodies change as we grow upto 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 responsibilitiespreparing 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, medicineshow 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 dangerhow to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household productsabout things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feelhow to respond if there is an accident and someone is hurtabout 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 importantways to take care of themselves on a daily basisabout basic hygiene routines, e.g. hand washingabout healthy and unhealthy foods, including sugar intakeabout physical activity and how it keeps people healthyabout different types of play, including balancing indoor, outdoor and screen-based playabout people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisorshow to keep safe in the sun | to recognise what makes them special and unique including their likes, dislikes and what they are good athow to manage and whom to tell when finding things difficult, or when things go wronghow they are the same and different to othersabout different kinds of feelingshow to recognise feelings in themselves and othershow feelings can affect how people behave | how rules can help to keep us safewhy some things have age restrictions, e.g. TV and film, games, toys or play areasbasic rules for keeping safe onlinewhom 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 healthto 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 themabout habits and that sometimes they can be maintained, changed or stoppedthe positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestylewhat is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionallythat regular exercise such as walking or cycling has positive benefits for their mental and physical healthabout the things that affect feelings both positively and negativelystrategies to identify and talk about their feelingsabout some of the different ways people express feelings e.g. words, actions, body languageto recognise how feelings can change overtime and become more or less powerful | that everyone is an individual and has unique and valuable contributions to maketo recognise how strengths and interests form part of a person’s identityhow 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 issuesbasic 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 schoolhow to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchenabout fire safety at home including the need for smoke alarmsthe importance of following safety rules from parents and other adultshow 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 mentallywhat good physical health means and how to recognise early signs of physical illnessthat common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessaryhow to maintain oral hygiene and dental health, including how to brush and floss correctlythe 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 organsabout the physical and emotional changes during pubertykey facts about the menstrual cycle and menstrual wellbeing, erections and wet dreamsstrategies to manage the changes during puberty including menstruationthe importance of personal hygiene routines during puberty including washing regularly and using deodoranthow to discuss the challenges of puberty with a trusted adulthow to get information, help and advice about puberty | the importance of taking medicines correctly and using household products safelyto 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 wellbeingto identify some of the effects related to different drugs and that all drugs, including medicines, may have side effectsto identify some of the risks associated with drugs common to everyday lifethat for some people using drugs can become a habit which is difficult to breakhow to ask for help or advice |
| Y5 | how sleep contributes to a healthy lifestylehealthy sleep strategies and how to maintain themabout the benefits of being outdoors and in the sun for physical and mental healthhow to manage risk in relation to sun exposure, including skin damage and heat strokehow medicines can contribute to health and how allergies can be managedthat some diseases can be prevented by vaccinations and immunisationsthat bacteria and viruses can affect healthhow they can prevent the spread of bacteria and viruses with everyday hygiene routinesto 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/dislikesthat for some people their gender identity does not correspond with their biological sexhow to recognise, respect and express their individuality and personal qualitiesways to boost their mood and improve emotional wellbeingabout the link between participating in interests, hobbies and community groups and mental wellbeing | to identify when situations are becoming risky, unsafe or an emergencyto identify occasions where they can help take responsibility for their own safetyto differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviourhow to deal with common injuries using basic first aid techniqueshow to respond in an emergency, including when and how to contact different emergency servicesthat female genital mutilation (FGM) is against British law¹what 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 afterto recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and supporthow negative experiences such as being bullied or feeling lonely can affect mental wellbeingpositive strategies for managing feelingsthat there are situations when someone may experience mixed or conflicting feelingshow feelings can often be helpful, whilst recognising that they sometimes need to be overcometo recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is availableidentify where they and others can ask for help and support with mental wellbeing in and outside schoolthe importance of asking for support from a trusted adultabout the changes that may occur in life including death, and how these can cause conflicting feelingsthat changes can mean people experience feelings of loss or griefabout the process of grieving and how grief can be expressedabout strategies that can help someone cope with the feelings associated with change or lossto identify how to ask for help and support with loss, grief or other aspects of changehow balancing time online with other activities helps to maintain their health and wellbeingstrategies to manage time spent online and foster positive habits e.g. switching phone off at nightwhat 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 independenceabout what being more independent might be like, including how it may feelabout the transition to secondary school and how this may affect their feelingsabout how relationships may change as they grow up or move to secondary schoolpractical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary schoolidentify the links between love, committed relationships and conceptionwhat sexual intercourse is, and how it can be one part of an intimate relationship between consenting adultshow pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the wombthat pregnancy can be prevented with contraceptionabout the responsibilities of being a parent or carer and how having a baby changes someone’s life | how to protect personal information onlineto identify potential risks of personal information being misusedstrategies for dealing with requests for personal information or images of themselvesto identify types of images that are appropriate to share with others and those which might not be appropriatethat images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might bewhat to do if they take, share or come across an image which may upset, hurt or embarrass them or othershow to report the misuse of personal information or sharing of upsetting content/images onlineabout the different age rating systems for social media, T.V, films, games and online gamingwhy age restrictions are important and how they help people make safe decisions about what to watch, use or playabout the risks and effects of different drugsabout the laws relating to drugs common to everyday life and illegal drugsto recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugsabout the organisations where people can get help and support concerning drug usehow to ask for help if they have concerns about drug useabout mixed messages in the media relating to drug use and how they might influence opinions and decisions |