



St. Barnabas  
C of E Primary School

**Skills Progression**  
Subject area: PSHE

**Subject Intent:** At St. Barnabas our intention is that our PSHE curriculum **extends opportunities, raises aspirations**, pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. They will also learn to **embrace the challenges of creating a happy and successful adult life**, pupils need knowledge that will enable them to make informed decisions about their **wellbeing, health and relationships and to build their self-efficacy**.

**EYFS Development Matters**

**Characteristics of effective teaching and learning**

**Playing and exploring** – children investigate and experience things, and ‘have a go’

**Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

**Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

**Early Learning Goals: Personal, Social and Emotional Development- self-regulation**

Children at the expected level of development will:

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

**Early Learning Goals: Personal, Social and Emotional Development- Managing Self**

Children at the expected level of development will:

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

Explain the reasons for rules, know right from wrong and try to behave accordingly;

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

**Early Learning Goals: Personal, Social and Emotional Development - Building relationships**

Children at the expected level of development will:

Work and play cooperatively and take turns with others;

Form positive attachments to adults and friendships with peers;

Show sensitivity to their own and to others’ needs.

**Relationships**

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children will be taught:  How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts	<b>Key skill-</b> with support children can give suggestions  Children understand what kind of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond to unsafe touch	<b>Key skill-</b> Children can give an opinion  Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.	<b>Key skill-</b> children can give an opinion and ask questions  Children can demonstrate that they can manage some feelings in a positive and effective way.	<b>Key skill-</b> can give an opinion, ask questions and identify who might best be able to answer their questions  Children can demonstrate that they recognise	They can express their views confidently and listen to and show respect for the views of others.  They know what a friend is and does and how to cope with some friendship problems.	They can identify ways to face new challenges.  They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.	They can identify positive ways to face new challenges (for example the transition to secondary school).  They can discuss some of the bodily and emotional changes at puberty, and can

<p>How to recognise and manage emotions within a range of relationships</p>	<p>(including who to tell and how to tell). That people's bodies and feelings can be hurt.</p>	<p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p>	<p>They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals.</p>	<p>their own worth and that of others.</p>		<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p>	<p>demonstrate some ways of dealing with these in a positive way</p>
<p>How to recognise risky or negative relationships including all forms of bullying and abuse</p>	<p>Children can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).</p>	<p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>	<p>The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</p>	<p>They can express their views confidently and listen to and show respect for the views of others.</p>	<p>To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.</p>	<p><input type="checkbox"/> To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p>	<p>That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p>
<p>How to respond to risky or negative relationships and ask for help</p>	<p>Children recognise what is fair/unfair, kind/unkind, right/wrong. The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprise.</p>	<p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>	<p>To identify and respect the differences and similarities between people.</p>	<p>That their actions affect themselves and others.</p>	<p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>	<p><input type="checkbox"/> To work collaboratively towards shared goals.</p>	<p><input type="checkbox"/> To be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so.</p>
<p>How to respect equality and diversity in relationships</p>		<p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>To recognise how their behaviour affects other people.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p>	<p>To offer constructive support and feedback to others. .</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>That people's bodies and feelings can be hurt (including what makes them feel</p>	<p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge their points of view.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to</p>	<p>The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To recognise and challenge stereotypes.</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p>	<p><input type="checkbox"/> To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help.</p> <p><input type="checkbox"/> To recognise and manage 'dares'.</p> <p><input type="checkbox"/> That their actions affect themselves and others.</p> <p><input type="checkbox"/> To recognise and respond appropriately to a wider range of feelings in others.</p>	<p><input type="checkbox"/> To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p><input type="checkbox"/> That differences and similarities</p>

			comfortable and uncomfortable).	their emotions or overcome them.  That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.			between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).  <input type="checkbox"/> To recognise and challenge stereotypes.  <input type="checkbox"/> To judge what kind of physical contact is acceptable or unacceptable and how to respond.  <input type="checkbox"/> To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.
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**Health and wellbeing**

<b>Skill</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Children will be taught:  What is meant by a healthy lifestyle  How to maintain physical, mental and	That the body gets energy from food, water and air and that exercise and sleep are important to our health  To name major internal body parts -	Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old.	Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.	Children can make choices about how to develop healthy Lifestyles.  School rules about health and safety, basic emergency aid procedures,	They can list the commonly available substances and drugs that are legal and illegal, and can describe some of	They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the	They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues

<p>emotional health and wellbeing</p> <p>How to manage risks to physical and emotional health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p> <p>About managing change, including puberty, transition and loss</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this</p>	<p>heart -blood - lungs - stomach (tummy) - brain</p> <p>Children can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body.</p> <p>They can explain that people grow from young to old.</p> <p>Children can talk about good and not so good feelings, creating a vocabulary to describe their feelings to others and simple strategies for managing these.</p> <p>They can talk about change and loss and the associated feelings (moving house, losing toys).</p>	<p>What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.</p> <p>To recognise that choices can have good and not so good consequences.</p> <p>The importance of and how to maintain personal hygiene.</p> <p>About the process of growing from young to old and how people's needs change.</p> <p>That household products, including medicines, can be harmful if not used properly.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help</p>	<p>Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.</p> <p>About growing and changing and new opportunities and responsibilities that increasing independence may bring.</p>	<p>where and how to get help.</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard.'</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</p> <p>The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p>	<p>the effects and risks of these.</p> <p>They understand when they should keep secrets and promises, and when they should tell somebody about them.</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p><input type="checkbox"/> To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p><input type="checkbox"/> What is meant by the term 'habit' and why habits can be hard to change.</p> <p><input type="checkbox"/> About people who are responsible for helping them stay healthy and safe</p>	<p>risks in different familiar situations.</p> <p>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p><input type="checkbox"/> About human reproduction.</p> <p><input type="checkbox"/> To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p><input type="checkbox"/> To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources,</p>	<p>affecting their health and wellbeing.</p> <p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p> <p>What positively and negatively affects their physical, mental and emotional health (including the media).</p> <p><input type="checkbox"/> How their body will, and emotions may, change as they approach and move through puberty.</p> <p><input type="checkbox"/> To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</p> <p><input type="checkbox"/> Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some</p>
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		<p>these people to look after them.</p> <p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p>	<p>The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.</p> <p>Rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail ,water and fire safety)).</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</p>		<p>and ways that they can help these people.</p> <ul style="list-style-type: none"> <li>□ To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.</li> <li>□ Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.</li> </ul>	<p>including people they know and the media.</p> <ul style="list-style-type: none"> <li>□ That bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> <li>□ Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones).</li> </ul>	<p>are legal, some are restricted</p> <p>and some are illegal to own, use and supply to others.</p> <ul style="list-style-type: none"> <li>□ To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</li> <li>□ About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</li> <li>□ About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</li> </ul>
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Living in the Wider World							
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children will be taught:</p> <p>About respect for self and others and the importance of responsible behaviours and actions</p> <p>Rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>Different groups and communities</p> <p>To respect equality and to be a productive member of a diverse community</p> <p>The importance of respecting and protecting the environment</p> <p>Where money comes from, keeping it safe and the importance of managing it effectively</p> <p>How money plays an important part in people's lives</p>	<p>Children can demonstrate how to contribute to the life of the classroom.</p> <p>Children can construct and agree to follow group and class rules and understand how these help them.</p> <p>They understand people and other living things have needs and that they have responsibilities to meet them (taking turns, share return things that have been borrowed.</p> <p>That medicines can sometimes make people feel better when they're ill and understand issues of safety and responsibility</p>	<p>Children can explain different ways that family and friends should care for one another.</p> <p>To help create and agree to follow, group and class rules and to understand how these rules help them.</p> <p>That they belong to various groups and communities such as family and school.</p> <p>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).</p> <p>They can identify and respect differences and similarities between people.</p> <p>That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>About the role money plays in their lives including how to manage their money, keep it safe, choices about spending</p>	<p>Children can explain how their actions have consequences for themselves and others.</p> <p>They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>They can show how they care for the environment (e.g. animals and school grounds)</p> <p>Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To resolve differences by looking at alternatives, seeing others' points of view, making decisions and explaining choices.</p> <p>To think about the lives of people living in other</p>	<p>They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.</p> <p><input type="checkbox"/> That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p><input type="checkbox"/> About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p>	<p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p>To understand that everyone has human rights, all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p><input type="checkbox"/> That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p> <p><input type="checkbox"/> What being part of a community means, and about the varied institutions that support communities locally and nationally.</p> <p><input type="checkbox"/> To recognise the role of voluntary, community and pressure groups, especially in relation to health That resources can be allocated in different ways and that these economic choices affect individuals,</p>	<p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves</p> <p>They can talk about a range of jobs, and explain how they will develop skills to work in the future.</p> <p>They can demonstrate how to look after and save money.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p> <p><input type="checkbox"/> To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation.</p> <p><input type="checkbox"/> To appreciate the range of national,</p>

<p>A basic understanding of enterprise.</p>			<p>money and what influences those choices.</p>	<p>places, and people with different values and customs.</p> <p>To explore and critique how the media present information.</p>		<p>communities and the sustainability of the environment.</p> <ul style="list-style-type: none"><li>□ About enterprise and the skills that make someone 'enterprising'.</li></ul>	<p>regional, religious and ethnic identities in the United Kingdom.</p> <ul style="list-style-type: none"><li>□ To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</li></ul>
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