



**PSHE Progression of Skills**

Threshold Concept	EYFS	Milestone 1 (Years 1, 2 and 3)	Milestone 2 (Years 4, 5 and 6)
Keeping and Staying Safe	* show good control and coordination in large and small movements. * move confidently in a range of ways, safely negotiating space. * handle equipment and tools effectively, including pencils for writing.	<b>Road Safety (Year 1)</b> <ul style="list-style-type: none"> <li>• understand why it is important to stay safe when crossing the road</li> <li>• be able to recognise a range of safe places to cross the road</li> <li>• understand the differences between safe and risky choices</li> <li>• know different ways to help us stay safe</li> </ul> <b>Tying Shoelaces (Year 2)</b> <ul style="list-style-type: none"> <li>• Know the reasons to make sure your laces are tied</li> <li>• Learn how to tie up laces properly</li> <li>• Know rules to keep yourself and others safe</li> <li>• Understand the differences between safe and risky choices</li> </ul> <b>Staying safe (Year 3)</b> <ul style="list-style-type: none"> <li>• know ways to keep yourself and others safe</li> <li>• be able to recognise risky situations</li> <li>• be able to identify trusted adults around you</li> <li>• understand the differences between safe and risky choices</li> </ul>	<b>Cycle safety (Year 4)</b> <ul style="list-style-type: none"> <li>• identify strategies we can use to keep ourselves and others safe</li> <li>• recognise the impact and possible consequences of an accident or incident</li> <li>• identify what is a risky choice</li> <li>• create a set of rules for and identify ways of keeping safe</li> </ul> <b>Peer Pressure (Year 5)</b> <ul style="list-style-type: none"> <li>• identify strategies we can use to keep ourselves and others safe</li> <li>• recognise ways to manage peer pressure</li> <li>• explain the potential outcomes that may happen when we take risks</li> <li>• recognise the impact and possible consequences of an accident or incident</li> </ul> <b>Water Safety (Year 6)</b> <ul style="list-style-type: none"> <li>• identify a range of danger signs</li> <li>• develop and name strategies that can help keep ourselves and others safe</li> <li>• recognise the impact and possible consequences of an accident or incident</li> </ul>
Keeping and Staying Healthy	* know the importance	<b>Washing Hands (Year 1)</b> <ul style="list-style-type: none"> <li>• understand why we need to wash our hands</li> </ul>	<b>Healthy Living (Year 4)</b>

	<p>for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. * manage their own basic hygiene and personal needs successfully, including dressing, going to the toilet independently.</p>	<ul style="list-style-type: none"> <li>• know how germs are spread and how they can affect our health</li> <li>• be able to practise washing your hands</li> <li>• know the differences between healthy and unhealthy choices</li> </ul> <p><b>Healthy Eating (Year 2)</b></p> <ul style="list-style-type: none"> <li>• know that food is needed for our bodies to be healthy and to grow</li> <li>• understand that some foods are better for good health than others</li> <li>• be able to list different types of healthy food</li> <li>• understand how to keep yourself and others healthy</li> <li>• know the differences between healthy and unhealthy choices.</li> </ul> <p><b>Brushing Teeth (Year 2)</b></p> <ul style="list-style-type: none"> <li>• understand why we need to brush our teeth</li> <li>• be able to practise brushing your teeth</li> <li>• know the differences between healthy and unhealthy choices</li> <li>• be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy.</li> </ul> <p><b>Medicine (Year 3)</b></p> <ul style="list-style-type: none"> <li>• know, understand, and be able to practise simple safety rules about medicine</li> <li>• understand when it is safe to take medicine</li> <li>• know who we can accept medicine from</li> <li>• understand the differences between healthy and unhealthy choices</li> </ul>	<ul style="list-style-type: none"> <li>• explain what is meant by a balanced diet and plan a balanced meal</li> <li>• recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older</li> <li>• understand nutritional information on packaged food and explain what it means</li> <li>• describe different ways to maintain a healthy lifestyle</li> </ul> <p><b>Smoking (Year 5)</b></p> <ul style="list-style-type: none"> <li>• explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.</li> <li>• describe how smoking can affect your immediate and future health and wellbeing</li> <li>• give reasons why someone might start and continue to smoke</li> <li>• identify and use skills and strategies to resist any pressure to smoke</li> </ul> <p><b>Alcohol (Year 6)</b></p> <ul style="list-style-type: none"> <li>• identify what is a risky choice</li> <li>• identify the risks associated with alcohol</li> <li>• describe how alcohol can affect your immediate and future health</li> <li>• develop and recognise skills and strategies to keep safe</li> </ul> <p><b>Drug extension: (Year 6)</b></p> <ul style="list-style-type: none"> <li>• understand the difference between ‘legal’ and ‘illegal’ drugs</li> <li>• carry out research around cannabis</li> <li>• identify the risks associated with using cannabis</li> </ul>
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Relationships	<p>* talk about past and present events in their wn lives and the lives of family members.</p> <p>* know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p><b>Friendship (Year 1)</b></p> <ul style="list-style-type: none"> <li>• understand how to be a good friend</li> <li>• be able to recognise kind and thoughtful behaviours</li> <li>• understand the importance of caring about other people's feelings</li> <li>• be able to see a situation from another person's point of view</li> </ul> <p><b>Bullying (Year 2)</b></p> <ul style="list-style-type: none"> <li>• be able to name a range of feelings</li> <li>• understand why we should care about other people's feelings</li> <li>• be able to see and understand bullying behaviours</li> <li>• know how to cope with these bullying behaviours</li> </ul> <p><b>Body Language (Year 2)</b></p> <ul style="list-style-type: none"> <li>• be able to recognise and name a range of feelings</li> <li>• understand that feelings can be shown without words</li> <li>• be able to see a situation from another person's point of view</li> <li>• understand why it is important to care about other people's feelings</li> </ul> <p><b>Touch (Year 3)</b></p> <ul style="list-style-type: none"> <li>• understand the difference between appropriate and inappropriate touch</li> <li>• know why it is important to care about other people's feelings</li> <li>• understand personal boundaries</li> <li>• know who and how to ask for help</li> <li>• be able to name human body parts</li> </ul>	<p><b>Appropriate Touch/relationships (Year 4)</b></p> <ul style="list-style-type: none"> <li>• identify the different types of relationships we can have and describe how these can change as we grow</li> <li>• explain how our families support us and how we can support our families</li> <li>• identify how relationships can be healthy or unhealthy</li> <li>• explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</li> </ul> <p><b>Puberty (Year 5)</b></p> <ul style="list-style-type: none"> <li>• explain what puberty means</li> <li>• describe the changes that boys and girls may go through during puberty</li> <li>• identify why our bodies go through puberty</li> <li>• develop coping strategies to help with the different stages of puberty</li> <li>• identify who and what can help us during puberty</li> </ul> <p><b>Conception (Year 6)</b></p> <ul style="list-style-type: none"> <li>• explain the terms 'conception' and 'reproduction'</li> <li>• describe the function of the female and male reproductive systems</li> <li>• identify the various ways adults can have a child</li> <li>• explain various different stages of pregnancy</li> <li>• identify the laws around consent</li> </ul>
Being Responsible	<p>* play co-operatively , taking turns with others.</p> <p>*Take account of one another's' ideas about</p>	<p><b>Water Spillage (Year 1)</b></p> <ul style="list-style-type: none"> <li>• know how you can help people around you</li> <li>• understand the types of things you are responsible for</li> <li>• know how and understand the importance of preventing accidents</li> <li>• be able to recognise the differences between being responsible and being irresponsible</li> </ul>	<p><b>Coming home on time (Year 4)</b></p> <ul style="list-style-type: none"> <li>• recognise the importance of behaving in a responsible manner in a range of situations</li> <li>• describe a range of situations where being on time is important</li> <li>• explain the importance of having rules in the home</li> <li>• describe ways that behaviour can be seen to be sensible and responsible</li> </ul>

	<p>how to organise their activity. *Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p><b>Helping someone in need. ( year 2)</b></p> <ul style="list-style-type: none"> <li>• know how you can help other people</li> <li>• be able to recognise kind and thoughtful behaviours and actions</li> <li>• understand the risks of talking to people you don't know very well in the community</li> <li>• be able to identify the differences between being responsible and being irresponsible</li> </ul> <p><b>Practice makes perfect (Year 2)</b></p> <ul style="list-style-type: none"> <li>• be able to name ways you can improve in an activity or sport</li> <li>• understand the importance of trying hard and not giving up</li> <li>• be able to see the benefits of practising an activity or sport</li> <li>• be able to learn ways to set goals and work to reach them</li> </ul> <p><b>Stealing (Year 3)</b></p> <ul style="list-style-type: none"> <li>• understand the differences between borrowing and stealing</li> <li>• be able to describe how you might feel if something of yours is borrowed and not returned</li> <li>• know why it is wrong to steal</li> <li>• be able to understand the differences between being responsible and irresponsible</li> </ul>	<p><b>Looking Out For Others (Year 5)</b></p> <ul style="list-style-type: none"> <li>• recognise why we should take action when someone is being unkind</li> <li>• describe caring and considerate behaviour, including the importance of looking out for others</li> <li>• demonstrate why it is important to behave in an appropriate and responsible way</li> <li>• identify how making some choices can impact others' lives in a negative way</li> </ul> <p><b>Stealing (Year 6)</b></p> <ul style="list-style-type: none"> <li>• explain what consent means</li> <li>• recognise the importance of being honest and not stealing</li> <li>• explain why it is important to have a trusting relationship between friends and family</li> <li>• identify how making some choices can impact others' lives in a negative way</li> </ul>
<p>Feelings and Emotions</p>	<p>*know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><b>Jealousy (Year 1)</b></p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul> <p><b>Worry/Anger (Year 2)</b></p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> </ul>	<p><b>Jealousy (Year 4)</b></p> <ul style="list-style-type: none"> <li>• recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good</li> <li>• describe how we can support others who feel lonely, jealous, or upset</li> <li>• recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people</li> <li>• demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy</li> </ul> <p><b>Anger (Year 5)</b></p>

		<ul style="list-style-type: none"> <li>• understand that feelings can be communicated with and without words</li> </ul> <p><b>Grief/Loss (Year 3)</b></p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effect</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul>	<ul style="list-style-type: none"> <li>• recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant</li> <li>• explain how feelings can be communicated with or without words</li> <li>• recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> <li>• demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger</li> </ul> <p><b>Worry (Year 6)</b></p> <ul style="list-style-type: none"> <li>• recognise our thoughts, feelings, and emotions</li> <li>• identify how we can reduce our feeling of worry</li> <li>• explain how we can support others who feel worried</li> <li>• recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> </ul>
Computer Safety	<p>*recognise a range of technology is used in places such as homes and schools.</p> <p>*select and use technology for particular purposes.</p>	<p><b>Online Bullying (Year 1)</b></p> <ul style="list-style-type: none"> <li>• understand how your online activity can affect others</li> <li>• be able to identify the positives and negatives of using technology</li> <li>• know who and how to ask for help</li> <li>• be able to recognise kind and unkind comments</li> </ul> <p><b>Image sharing (Year 2)</b></p> <ul style="list-style-type: none"> <li>• Understand how your online actions can affect others</li> <li>• Be able to name the positive and negative ways you can use technology</li> <li>• Know the risks of sharing images without permission</li> <li>• Understand the types of images that you should and should not post online</li> </ul> <p>Impact Implementation</p> <p><b>Computer safety (Year 2)</b></p> <ul style="list-style-type: none"> <li>• know who and how to ask for help</li> </ul>	<p><b>ONLINE Bullying (Year 4)</b></p> <ul style="list-style-type: none"> <li>• recognise the key values that are important in positive online relationships</li> <li>• identify the feelings and emotions that may arise from online bullying</li> <li>• develop coping strategies to use if we or someone we know is being bullied online</li> <li>• identify how and who to ask for help</li> </ul> <p><b>Image Sharing (Year 5)</b></p> <ul style="list-style-type: none"> <li>• list reasons for sharing images online</li> <li>• identify rules to follow when sharing images online</li> <li>• describe the positive and negative consequences of sharing images online</li> <li>• recognise possible influences and pressures to share images online</li> </ul> <p><b>Making Friends Online (Year 6)</b></p>

		<ul style="list-style-type: none"> <li>• be able to list rules for keeping and staying safe.</li> </ul> <p><b>Making Friends online (Year 3)</b></p> <ul style="list-style-type: none"> <li>• be able to identify possible dangers and consequences of talking to strangers online</li> <li>• know how to keep safe in online chatrooms</li> <li>• be able to name the positives and negatives of using technology</li> <li>• understand the difference between safe and risky choices online</li> </ul>	<ul style="list-style-type: none"> <li>• list the key applications that we may use now and in the future</li> <li>• know and understand why some applications have age restrictions</li> <li>• identify ways to keep yourself and others safe in a range of situations online and offline</li> <li>• recognise that people may not always be who they say they are online</li> </ul>
Our World		<p><b>Growing in our world (Year 1)</b></p> <ul style="list-style-type: none"> <li>• understand the needs of a baby</li> <li>• be able to recognise what you can do for yourself now you are older</li> <li>• be able to describe the common features of family life</li> <li>• be able to recognise the ways in which your family is special and unique</li> </ul> <p><b>Living in our World (Year 2)</b></p> <ul style="list-style-type: none"> <li>• understand why we should look after living things</li> <li>• be able to identify how we can look after living things both inside and outside of the home</li> <li>• recognise why it is important to keep our communities and countryside clean</li> <li>• be able to encourage others to help keep their communities and countryside clean</li> </ul> <p><b>Working in our World (Year 2)</b></p> <ul style="list-style-type: none"> <li>• understand different ways we can receive money</li> <li>• know how to keep money safe</li> <li>• be able to describe the skills you may need in a future job or career</li> <li>• be able to recognise the differences between wants and needs</li> </ul> <p><b>Looking after our world (Year 3)</b></p> <ul style="list-style-type: none"> <li>• be able to explain the meaning of reduce, reuse, and recycle</li> </ul>	<p><b>Chores at Home (Year 4)</b></p> <ul style="list-style-type: none"> <li>• identify ways in which we can help those who look after us</li> <li>• explain the positive impact of our actions</li> <li>• describe the ways in which we can contribute to our home, school, and community</li> <li>• identify the skills we may need in our future job roles</li> </ul> <p><b>Enterprise (Year 5)</b></p> <ul style="list-style-type: none"> <li>• understand and explain why people might want to save money</li> <li>• identify ways in which you can help out at home</li> <li>• budget for items you would like to buy</li> <li>• recognise ways to make money and the early stages of enterprise</li> </ul> <p><b>In-App Purchases (Year 6)</b></p> <ul style="list-style-type: none"> <li>• know and understand various money-related terms</li> <li>• recognise some of the ways in which we can spend money via technology</li> <li>• describe the potential impact of spending money without permission</li> <li>• identify strategies to save money</li> </ul>

		<ul style="list-style-type: none"> <li>• recognise how we can help look after our planet</li> <li>• be able to identify how to reduce the amount of water and electricity we use</li> <li>• understand how we can reduce our carbon footprint</li> </ul>	
The Working World			<p><b>Chores at Home (Year 4)</b></p> <ul style="list-style-type: none"> <li>• identify ways in which we can help those who look after us</li> <li>• explain the positive impact of our actions</li> <li>• describe the ways in which we can contribute to our home, school, and community</li> <li>• identify the skills we may need in our future job roles</li> </ul> <p><b>Enterprise (Year 5)</b></p> <ul style="list-style-type: none"> <li>• understand and explain why people might want to save money</li> <li>• identify ways in which you can help out at home</li> <li>• budget for items you would like to buy</li> <li>• recognise ways to make money and the early stages of enterprise</li> </ul> <p><b>In-App Purchases (Year 6)</b></p> <ul style="list-style-type: none"> <li>• know and understand various money-related terms</li> <li>• recognise some of the ways in which we can spend money via technology</li> <li>• describe the potential impact of spending money without permission</li> <li>• identify strategies to save money</li> </ul>
Hazard Watch - Fire Safety		<p><b>A stand-alone unit which looks at keeping safe at home and in the community (Year 1)</b></p> <ul style="list-style-type: none"> <li>• know what items are safe to play with and what items are unsafe to play with</li> </ul>	

- be able to name potential dangers in different environments
- know what food and drink items are safe or unsafe to eat or drink
- be able to name dangers that can affect others, for example younger siblings

**FIRE SAFETY- HOAX CALLING (Year 1)**

- Understand the importance of being responsible and how actions and choices affect others.
- Know what a hoax call is and why it can be risky.
- Understand why our emergency services are an important part of our community.
- Be able to identify the differences between safe and risky choices.
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**A stand-alone unit which looks at keeping safe at home and in the community (Year 2)**

- know what items are safe to play with and what items are unsafe to play with
- be able to name potential dangers in different environments
- know what food and drink items are safe or unsafe to eat or drink
- be able to name dangers that can affect others, for example younger siblings

**FIRE SAFETY- PETTY ARSON (Year 2)**

- Understand the importance of being responsible and how actions and choices affect others.
- To be able to practise ways of staying safe and finding help.
- Know that even small fires can be very dangerous.
- Be able to identify the differences between safe and risky choices.

**Build on/recap on previous stand-alone unit which looks at keeping safe at home and in the community Year 1, 2 and 3:**

- know what items are safe to play with and what items are unsafe to play with
- be able to name potential dangers in different environments



		<ul style="list-style-type: none"> <li>• know what food and drink items are safe or unsafe to eat or drink</li> <li>• be able to name dangers that can affect others, for example younger siblings <ul style="list-style-type: none"> <li>● Understand the importance of being responsible and how actions and choices affect others.</li> <li>● To be able to practise ways of staying safe and finding help.</li> <li>● Know that even small fires can be very dangerous.</li> <li>● Be able to identify the differences between safe and risky choices.</li> </ul> </li> </ul>	
A World Without Judgement			<p><b>Breaking Down Barriers (Year 4)</b></p> <ul style="list-style-type: none"> <li>• recognise positive attributes in others</li> <li>• explain why being different is okay</li> <li>• recognise your own strengths and goals, and understand that these may be different from those around you</li> <li>• identify some of the ways we can overcome barriers and promote equality</li> </ul> <p><b>Inclusion and Acceptance (Year 5)</b></p> <ul style="list-style-type: none"> <li>• identify some of the ways in which we are different and unique</li> <li>• explain some of the elements which help us to have a diverse community</li> <li>• describe strategies to overcome barriers and promote diversity and inclusion</li> </ul> <p><b>British Values (Year 6)</b></p> <ul style="list-style-type: none"> <li>• understand that there are a wide range of religions and beliefs in the UK</li> <li>• explain each of the British values</li> <li>• create a range of values for your educational setting</li> <li>• explain how all religions can live in cohesion</li> </ul>
First Aid			<ul style="list-style-type: none"> <li>• <b>asthma and anaphylactic shock (Year 4)</b></li> </ul>

			<ul style="list-style-type: none"><li>• <b>basic life support (Year 5)</b></li><li>• <b>head injuries and severe bleeding (Year 6)</b></li><li>• <b>minor burns, scalds and fractures (Year 6)</b></li></ul>
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