



Callowell Primary School - Progression of PSHE skills

Year	Relationships	Health and Wellbeing	Living in the Wider World
Birth to 3	<ul style="list-style-type: none"> -Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on -Develop friendships with other children -Play with increasing confidence on their own and with other children, because they know their key person is nearby and available -Engage with others through gestures, gaze and talk 	<ul style="list-style-type: none"> -Safely explore emotions beyond their normal range through play and stories -Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..." -Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front -Be increasingly able to talk about and manage their emotions -Feel strong enough to express a range of emotions -Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums 	
3 & 4 Year olds	<ul style="list-style-type: none"> -Show more confidence in new social situations -Play with one or more other children, extending and elaborating play ideas -Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas -Develop appropriate ways of being assertive -Talk with others to solve conflicts 	<ul style="list-style-type: none"> -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' -Understand gradually how others might be feeling -Make healthy choices about food, drink, activity and tooth brushing 	<ul style="list-style-type: none"> -Develop their sense of responsibility and membership of a community -Increasingly follow rules, understanding why they are important -Remember rules without needing an adult to remind them

Rec	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> -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 - 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. 	
KS1			
1&2	<ul style="list-style-type: none"> -That families are important for children growing up because they can give love, security and stability -That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care 	<ul style="list-style-type: none"> -That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations -How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings 	<ul style="list-style-type: none"> -How to make a clear and efficient call to emergency services if necessary -To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency -To understand that people and other living things have rights and that everyone has responsibilities to

	<ul style="list-style-type: none"> -How important friendships are in making us feel happy and secure, and how people choose and make friends -That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded -That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right -The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs -The conventions of courtesy and manners -About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help -That people sometimes behave differently online, including by pretending to be someone they are not 	<ul style="list-style-type: none"> -The characteristics and mental and physical benefits of an active lifestyle -About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage -About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist -About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing 	<p>protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>-To know where money comes from and how to be responsible with money</p>
LKS2			

<p>3&4</p>	<ul style="list-style-type: none"> -That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong -That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up -The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties -Practical steps they can take in a range of different contexts to improve or support respectful relationships -The importance of permission-seeking and giving in relationships with friends, peers and adults -About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help -That the same principles apply to online relationships as to face-to-face relationships, including the importance of 	<ul style="list-style-type: none"> -How to recognise and report feelings of being unsafe or feeling bad about any adult -That mental wellbeing is a normal part of daily life, in the same way as physical health -How to judge whether what they are feeling and how they are behaving is appropriate and proportionate -The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness -Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests -It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough -That for most people the internet is an integral part of life and has many benefits -Why social media, some computer games and online gaming, for example, are age restricted -Where and how to report concerns and get support with issues online -The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise 	<ul style="list-style-type: none"> -To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations -To learn what money is spent on
-----------------------	---	--	--

	<p>respect for others online including when we are anonymous</p> <p>-The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>-What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>-That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>-How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p>	<p>-What constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>-The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>-The facts and science relating to allergies, immunisation and vaccination</p> <p>-Concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	
--	--	---	--

UKS2			
5&6	<p>-How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>-The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>-How to recognise who to trust and who not to trust, how to judge when a friendship is</p>	<p>-Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>-Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone</p>	<p>-To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations</p> <p>-To learn what money is spent on</p>

<p>making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p>-The importance of self-respect and how this links to their own happiness</p> <p>-That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>-What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>-About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>-How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>-How information and data is shared and used online</p> <p>-About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p>	<p>else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>-About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>-How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>-That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>-How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>-The risks associated with an inactive lifestyle (including obesity)</p> <p>-How and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>-The principles of planning and preparing a range of healthy meals</p>	
--	---	--

	<p>-How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>-How to report concerns or abuse, and the vocabulary and confidence needed to do so where to get advice e.g. family, school and/or other sources</p>	<p>-The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>-The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p>-How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p> <p>-Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>-About menstrual wellbeing including the key facts about the menstrual cycle</p>	
--	---	---	--