

Haslington Primary Academy and Nursery
PSHRE Progression of Skills



	2-3	3-4	Reception	Year 1	Year 2
EYFS: Personal, Social and Emotional Development	<p>Find ways to calm themselves through being calmed and comforted by their key person</p> <p>Establish their sense of self</p> <p>Express preferences and decisions</p> <p>Try new things and start establishing their autonomy</p> <p>Engage with others through gesture, gaze and talk and use that engagement to achieve a goal</p> <p>Find ways of managing transitions, for example from their parent to their key person</p>	<p>Select and use activities and resources, with help when needed</p> <p>Develop their sense of responsibility and membership of a community</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Show more confidence in new social situations</p> <p>Play with one or more other children, extending and elaborating play ideas</p> <p>Find solutions to conflicts and rivalries</p>	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</p> <p>Make healthy choices about food, drink, activity and toothbrushing</p> <p>See themselves as a valued individual</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of challenge</p>	N/A	N/A

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	<p>Thrive as they develop self assurance</p> <p>Look back as they walk away from their key person and look for clues on how to respond if something looks interesting</p> <p>Play with increasing confidence on their own and with other children when their key person is close by</p> <p>Feel confident when taken out in the local neighbourhood and enjoy exploring new places with their key person</p> <p>Feel strong enough to express a range of emotions</p>	<p>Increasingly follow rules, understanding why they are important</p> <p>Remember rules without needing an adult to remind them</p> <p>Develop appropriate ways of being assertive</p> <p>Talk with others to solve conflicts</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Understand gradually how others might be feeling</p>	<p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perception of others</p> <p>Manage their own needs: Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - Regular physical activity - Healthy eating - Toothbrushing - Sensible amounts of 'screen time' - Having a good sleep routine - Being a safe pedestrian 		
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	<p>Grow in independence, rejecting help (me do it)</p> <p>To take turns by resisting urges to grab or push</p> <p>Be increasingly able to talk about and manage their emotions</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and religion etc.</p> <p>Develop friendships with other children</p> <p>Safely explore emotions beyond their normal range through play and stories</p>				
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	<p>Talk about their feelings, e.g I'm sad because...</p> <p>Learn to use the toilet with help and then independently</p>				
TEAM	N/A	N/A	N/A	<p>I can talk about the teams I belong to (family, friends, carers, community groups).</p> <p>I can be a good listener (solve arguments through negotiation).</p> <p>I can explain how to be kind and why it is important.</p> <p>I can talk about unkind behaviour, teasing and bullying (including some types of bullying) and explain why it is unacceptable.</p> <p>I can explain how to be a positive learner (including good and not so good choices).</p>	N/A

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				I can identify good and not-so-good choices.	
VIPs	N/A	N/A	N/A	N/A	<p>I can talk about the very important people in my life and explain why they are special.</p> <p>I can describe why families are important.</p> <p>I can describe what makes someone a good friend.</p> <p>I can describe ways to help work out arguments and disagreements.</p> <p>I can cooperate with others to achieve a task.</p> <p>I can describe how I can show my special people that I care about them and understand why this is important.</p>
Think Positive	N/A	N/A	N/A	I can understand how happy thoughts can make me feel good.	N/A

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				<p>I can make good choices and consider the impact of my decisions.</p> <p>I can set myself goals and consider how to achieve them.</p> <p>I can discuss my feelings and opinions with others and cope with difficult emotions.</p> <p>I can discuss things I am thankful for and focus on what I do have, rather than what I don't have.</p> <p>I can focus on what is happening now and how I am feeling.</p>	
Safety First	N/A	N/A	N/A	N/A	<p>I know how to stay safe and who can help if I feel unsafe.</p> <p>I know how to stay safe at home.</p>

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					<p>I know how to stay safe when I am out and about.</p> <p>I can keep myself safe when I use the Internet.</p> <p>I know my body belongs to me and how to keep my body safe.</p> <p>I know who to go to if I need help.</p>
It's My Body	N/A	N/A	N/A	<p>I know I can choose what happens to my body including when to say yes and no.</p> <p>I can make healthy choices about sleep and exercise including which exercise I can do, ways to help me sleep well (good bedtime routine) and why I need to sleep.</p> <p>I can make healthy choices about food and drink by listing healthy and unhealthy foods, know</p>	N/A

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				<p>which foods are for a treat and how to have a healthier diet.</p> <p>I know how to keep my body clean and how often different parts of my body need to be cleaned and why including teeth.</p> <p>I know what is safe to eat and drink including recognising different symbols which tell us things we should not eat or drink.</p> <p>I can choose to keep myself safe by making the right choice.</p>	
Growing Up	N/A	N/A	N/A	N/A	<p>I can use the scientific names for the main parts of a girls' and boys' body and know the differences between boys' and girls'.</p> <p>I understand how to respect my own and other</p>

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					<p>people's bodies by understanding 'no' and 'stop', that people's bodies and feelings can be hurt and who to talk to if we are worried about these things.</p> <p>I understand that we are all different and different people like different things and know what they word stereotype means.</p> <p>I can describe how I have changed since I was a baby, the differences between children and adults and how I will change as I get older.</p> <p>I understand that I will have more responsibilities as I get older.</p> <p>I can describe how and why some families are different.</p> <p>I can describe things that might change in a person's</p>
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					life, how it might make them feel and what they can do.
Aiming High				<p>I can think of star qualities I already have and those I would like to develop.</p> <p>I can explain how a positive learning attitude can help me.</p> <p>I can talk about jobs that people can do and tell my friends what I want to be when I grow up.</p> <p>I can understand that it is a person's interests and skills that make them suited to doing a job.</p> <p>I can think about things I would like to achieve in the future.</p> <p>I can think about changes which might happen to me and consider how I feel about them.</p>	N/A

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Money Matters	N/A	N/A	N/A	N/A	<p>I can explain where money comes from and why we need it.</p> <p>I can explain how we can keep money safe and why this is important.</p> <p>I can explain choices I have about spending money and why it is important to keep track of what I spend.</p> <p>I can explain the difference between things we want and things we need.</p> <p>I can explain how I keep my belongings safe and why this is important (spending and saving).</p> <p>I can explain what happens when we go shopping.</p>
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	Year 3	Year 4	Year 5	Year 6
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EYFS: Personal, Social and Emotional Development	N/A	N/A	N/A	N/A
TEAM	<p>I can talk about changes and how they might make me feel (changes in family such as divorce, bereavement, transition between key stages).</p> <p>I can explain how and why we should work well as a team.</p> <p>I can describe how my actions and behaviour affect my team.</p> <p>I can pay attention to and respond considerately to others.</p>	N/A	<p>I can talk about the attributes of a good team.</p> <p>I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.</p> <p>I can work collaboratively to complete a task.</p> <p>I can compromise to ensure a task is completed (seeing other people's points of view).</p> <p>I can reflect on the need to care for</p>	N/A

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	<p>I can describe why disputes might happen and strategies to resolve them (respecting others points of view).</p> <p>I can talk about my responsibilities towards my team.</p>		<p>individuals within a team.</p> <p>I can understand the importance of shared responsibilities in helping a team to function successfully.</p>	
VIPs	N/A	<p>need new friendships and how to make them.</p> <p>I can create a list of positive actions needed to stay friends with my friends.</p> <p>I can identify my own support network.</p> <p>I can demonstrate strategies for resolving conflicts.</p> <p>I can identify what bullying is.</p>	N/A	<p>I can explain the importance of respecting my VIPs (acquaintances, friends, relatives and families).</p> <p>I can identify different ways to calm down when I am feeling angry or upset.</p> <p>I understand that people have different opinions that should be respected.</p> <p>I can identify negative influences on my behaviour and suggest ways that I can resist these influences.</p>

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		I know what to do if someone is being bullied.		I can explain when it is right to keep a secret, when it is not and who to talk to about this (linked to healthy relationships). I can recognise healthy and unhealthy relationships.
Think Positive	<p>I understand that having a positive attitude is good for our mental health.</p> <p>I can recognise and manage positive and negative thoughts effectively.</p> <p>I understand that some changes can be difficult but that there are things we can do to cope.</p> <p>I can use mindfulness techniques to keep calm.</p>	N/A	<p>understand the link between thoughts, feelings and behaviours.</p> <p>I understand the concept and impact of positive thinking.</p> <p>I can recognise and manage uncomfortable feelings.</p> <p>I understand the importance of making good choices.</p> <p>I can use mindfulness techniques in my everyday life.</p>	N/A

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	<p>I can identify uncomfortable emotions and manage them effectively.</p> <p>I can apply a positive attitude towards learning and take on new challenges.</p>		<p>I can apply a growth mindset in my everyday life.</p>	
Safety First	N/A	<p>I can be responsible for making good choices to stay safe and healthy (inc. age restrictions).</p> <p>I can identify a risky situation and act responsibly.</p> <p>I understand that I can choose not to do something that makes me feel uncomfortable.</p> <p>I know how to stay safe when out and about.</p> <p>I know about dangerous substances</p>	N/A	<p>I can take responsibility for my own safety.</p> <p>I can assess and manage risks in different situations.</p> <p>I can confidently identify and manage pressure to get involved in risky situations.</p> <p>I can act sensibly and responsibly in an emergency.</p> <p>I can identify hazards and reduce risks to keep myself and others safe at home.</p>

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		and how they affect the human body. I know how to respond in emergency situations.		I know how to stay safe in different outdoor environments.
It's My Body	<p>happens to my body including which type of touch I am and am not happy with.</p> <p>I understand that I can get help with any concerns I have for myself and others.</p> <p>I know how to keep my body (head, heart, teeth and muscles) healthy including making choices around food/drink which may look healthy but isn't.</p> <p>I know why it is important to get enough sleep, what to do to get a good night's sleep, what to avoid</p>	N/A	<p>I know that my body belongs to me and that I have control over what happens to it (choice, control and consent).</p> <p>I understand why getting enough exercise and enough sleep is important and how this will affect my physical, emotional and mental health of my body.</p> <p>I understand how to take care of my body including good personal hygiene, healthy habits and how to protect my body.</p>	N/A

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	<p>and how sleep deprivation affects us.</p> <p>I understand the importance of hygiene and what to do if I feel unwell including diseases and allergies.</p> <p>I know how to take medicine safely and keep safe around drugs (medicines and illegal drugs) and which items are safe to eat or not.</p> <p>I know how and when to ask for help.</p> <p>I know how to make better choices and choose healthy habits.</p> <p>I understand that choices have consequences.</p>		<p>I understand the harmful effects of using drugs, including alcohol and tobacco including legal ages on purchasing these products and what happens if you are concerned about someone who uses these products.</p> <p>I understand what a positive body image is and how outside influences can determine by perception of this, e.g. images on-line.</p> <p>I can make informed choices in order to look after my physical and mental health.</p> <p>Linked with Science & Y4 Growing Up</p>	
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			<p>I can describe how boys' bodies will change as they go through puberty including the differences between a boy and a man and why.</p> <p>I can describe how girls' bodies will change as they go through puberty including the differences between a girl and a woman and why.</p> <p>I can use scientific vocabulary when talking about the human body and reproduction.</p> <p>I can explain what is needed to make a baby.</p> <p>I understand how babies are born.</p>	
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<p>Growing Up</p>	<p>I can describe male and female body parts and explain what these are for.</p> <p>I can describe how boys' bodies will change as they go through puberty including the differences between a boy and a man and why.</p> <p>I can describe how girls' bodies will change as they go through puberty including the differences between a girl and a woman and why.</p> <p>I can describe the feelings that some people experience</p>	<p>N/A</p>	<p>I can use scientific terminology when discussing puberty.</p> <p>I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.</p> <p>I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.</p> <p>I recognise that many things affect the way we feel about ourselves, e.g. on-line and how these may be mis-leading.</p>	<p>N/A</p>

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	<p>as they grow up and why they feel these emotions.</p> <p>I understand that there are many different types of relationships and families.</p> <p>I can understand and use terms such as gay, lesbian, single-parent, fostered, adopted, married and civil partnership.</p> <p>I can identify elements of a healthy, loving relationship.</p>		<p>I understand that there is no such thing as an ideal kind of body.</p> <p>I understand what a loving relationship is and that there are many types of relationships.</p> <p>I understand that some people have a different sexual orientation to myself.</p>	
Aiming High	N/A	<p>I can identify achievements and suggest how my actions can help me achieve.</p> <p>I can identify personal goals and suggest</p>	N/A	<p>I can understand how people learn new things and achieve certain goals.</p> <p>I can understand that a helpful attitude towards learning can help us succeed in life.</p>

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		<p>actions I can take to achieve them.</p> <p>I can explain how a positive learning attitude can help me learn new things.</p> <p>I can identify the skills and attributes needed to do a certain job.</p> <p>I understand that gender does not limit us in becoming what we want to do in the future.</p> <p>I can discuss what job I might like to do when I grow up and what skills I will need to achieve this.</p>		<p>I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them.</p> <p>I can understand that gender, race and social class do not determine what jobs people can do.</p> <p>I can understand there are a variety of routes into different jobs which may match my skills and interests.</p> <p>I can discuss my goals for the future and the steps I need to take to achieve them.</p>
Money Matters	I can explain what skills are needed for a range of jobs and why people go to work.	N/A	I can explain some financial risks we might encounter and can	N/A

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	<p>I can explain the different ways people pay for things.</p> <p>I can discuss financial risk and borrowing and explain some consequences of this.</p> <p>I understand the different decisions people have to make about how to spend their money.</p> <p>I can explain how adverts try to influence our spending and why they do this.</p> <p>I can explain ways I can keep track of what I spend and why it is important to do this.</p>		<p>discuss how we can avoid them.</p> <p>I understand how retailers try to influence our spending.</p> <p>I can discuss choices we have when we spend our money.</p> <p>I can explain why we need to budget and how to make one.</p> <p>I can discuss reasons and consequences of borrowing money.</p> <p>I can explain the impact spending has on our environment.</p>	
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