St Richards Catholic Primary School
Progression of Skills in PSHE

Early Years Foundation Stage
Characteristics of Effective Learning

Playing and Exploring
*Realise that their actions have an effect on the world.
*Guide their own thinking and actions.
*Make independent choices.
*Respond to new experiences

Active Learning
*Participate in routines.
*Show goal-directed behaviour.
*Begin to correct their mistakes themselves.
*Keep on trying when things are difficult.

Creating and Thinking Critically
*Review their progress as they try to achieve a goal.
*Solve real problems.
*Understand another perspective.
*Feel confident about coming up with their own ideas.
*Concentrate on achieving something.
*Control attention and ignore distractions.

Reception: Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally
- Think about the perspectives of others.
- Manage their own needs- personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing:

-Regular physical activity
-Healthy eating
-Toothbrushing
-Sensible amounts of screen time
-Having a good sleep routine
-Being a safe pedestrian

Early Learning Goal	
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.
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.
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.

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Learning objectives may be covered more than once across each key stage.
Our PSHE curriculum at St Richard's is bespoke to each class, depending on children's individual needs and circumstances.

Core Theme 1: Health and Wellbeing KS1	
Year 1	**Year 2**
Healthy lifestyles (physical wellbeing) I know what keeping healthy means and can talk about different ways to keep healthy. I can talk about healthy foods and the risks of eating too much sugar. I know why sleep is important and can identify different ways to rest and relax. I can recognise the importance of simple hygiene routines that can stop germs from spreading. I understand about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. I know how to keep safe in the sun and protect skin from sun damage.	**Healthy lifestyles (physical wellbeing)** I know what keeping healthy means and can talk about different ways to keep healthy. I can talk about healthy foods and the risks of eating too much sugar. I know how physical activity helps us to stay healthy and can talk about ways to be physically active everyday. I understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. I know about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. I can talk about the people who help us to stay physically healthy.

Mental health I can talk about different feelings that we can experience. I know how to recognise and name different feelings. I can begin to recognise what others might be feeling. I can use a range of words to describe feelings and be able to share how I am feeling. I know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep). I can recognise when I need help with feelings and know that it is important to ask for help with feelings; and how to ask for it.	**Mental health** I can understand how feelings can affect people's bodies and how they behave. I understand that not everyone feels the same at the same time or feels the same about the same things. I can understand different things that I can do to manage big feelings, to help calm myself down and/or change my mood when I don't feel good. I know how to manage when I am finding things difficult. I can talk about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.
Ourselves, growing and changing I can recognise what makes me special. I can identify what I am good at, what I like and dislike. I can talk about growing and changing from young to old and how people's needs change. I can reflect upon moving to a new class/year group and prepare for this.	**Ourselves, growing and changing** I can recognise the ways in which we are all unique. I know how to manage when finding things difficult. I can name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). I can reflect upon moving to a new class/year group and prepare for this.
Keeping safe I know about rules and age restrictions that keep us safe. I know about the people whose job it is to help keep us safe. I can follow basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares me. I know what to do if there is an accident and someone is hurt. I know how to get help in an emergency (how to dial 999 and what to say).	**Keeping safe** I can recognise risk in simple everyday situations and know what action to take to minimise harm. I know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters). I know that household products (including medicines) can be harmful if not used correctly. I can talk about ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. I know what to do if there is an accident and someone is hurt. I know how to get help in an emergency (how to dial 999 and what to say).
	Drugs, alcohol and tobacco I am beginning to understand about things that people can put into their body or on their skin and how these can affect how people feel.

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St Richards Catholic Primary School Progression of Skills in PSHE	
Core Theme 2: Relationships KS1	
Year 1	**Year 2**
Families and close positive relationships I can identify the people who love and care for me and what they do to help me feel cared for. I understand that it is important to tell someone (such as my teacher) if something about my family makes me unhappy or worried.	**Families and close positive relationships** I know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives. I know there are different types of families including those that may be different to my own. I can identify common features of family life.
Friendships I understand how people make friends and what makes a good friendship. I am beginning to use simple strategies to resolve arguments with my friends positively.	**Friendships** I know how to recognise when I or someone else feels lonely and what to do. I know how to ask for help if a friendship is making me feel unhappy.
Managing hurtful behaviour and bullying I know that bodies and feelings can be hurt by words and actions. I understand how people may feel if they experience hurtful behaviour or bullying.	**Managing hurtful behaviour and bullying** I know that people can say hurtful things online. I know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.
Safe relationships I can recognise that some things are private and the importance of respecting privacy; that parts of my body covered by underwear are private. I know how to respond safely to adults I don't know. I can use basic techniques for resisting pressure to do something I don't want to do and which may make me unsafe.	**Safe relationships** I know that sometimes people may behave differently online, including by pretending to be someone they are not. I know how to respond if physical contact makes me feel uncomfortable or unsafe. I know that there are situations when I should ask for permission and also when my permission should be sought. I understand the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). I know what to do if I feel unsafe or worried for myself or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until I am heard.
Respecting self and others I understand what is kind and unkind behaviour, and how this can affect others. I can recognise the ways in which I am the same and different to others. I know how to listen to other people and play and work cooperatively.	**Respecting self and others** I know how to treat myself and others with respect; how to be polite and courteous. I can talk about and share my opinions on things that matter to me.

St Richards Catholic Primary School Progression of Skills in PSHE	
Core Theme 3: Living in the Wider World KS1	
Year 1	**Year 2**
Shared responsibilities I can talk about rules in our school and why they are needed. I can share things I can do to help look after the environment.	**Shared responsibilities** I can talk about what rules are, why they are needed, and why different rules are needed for different situations. I can explore how people and other living things have different needs; about the responsibilities of caring for them.
Communities: I can recognise the different groups I belong to. I can discuss the different roles and responsibilities people have in my community.	**Communities:** I can talk about the ways I am the same as, and different to, other people.
Media literacy & digital resilience: I know about the role of the internet in everyday life.	**Media literacy & digital resilience:** I can share how the internet and digital devices can be used safely to find things out and to communicate with others. I know that not all information seen online is true.
Economic wellbeing: Money I know what money is; forms that money comes in; that money comes from different sources. I know about the difference between needs and wants; that sometimes people may not always be able to have the things they want.	**Economic wellbeing: Money** I can understand that people make different choices about how to save and spend money. I know that money needs to be looked after; different ways of doing this.
Economic wellbeing: Aspirations, work and career I understand that everyone has different strengths. I understand that jobs help people to pay for things. I understand about different jobs that people I know have.	**Economic wellbeing: Aspirations, work and career** I know about different jobs that people in the community do. I know about some of the strengths and interests someone might need to do different jobs.

St Richards Catholic Primary School Progression of Skills in PSHE			
Core Theme 1: Health and Wellbeing KS2			
Year 3	**Year 4**	**Year 5**	**Year 6**
Healthy Lifestyles I can talk about the elements of a balanced, healthy lifestyle. I understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. I can talk about how to maintain good oral hygiene.	**Healthy Lifestyles** I can talk about choices that support a healthy lifestyle, and recognise what might influence these. I know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. I know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).	**Healthy Lifestyles** I know how to make informed decisions about health. I can talk about what good physical health means; how to recognise early signs of physical illness. I know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it. I can talk about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.	**Healthy Lifestyles** I can recognise that habits can have both positive and negative effects on a healthy lifestyle. I know about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. I know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. I know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. I know how and when to seek support, including which adults to speak to in and outside school, if I am worried about my health
Mental Health I understand about everyday things that can affect feelings and the importance of expressing feelings.	**Mental Health** I can recognise that feelings can change over time and range in intensity.	**Mental Health** I know about strategies and behaviours that support mental health — including how good quality sleep, physical	**Mental Health** I can recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.

I can use varied vocabulary when talking about feelings; about how to express feelings in different ways.	I know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.	exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. I can use strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. I understand the concept of change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.	I can recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. I can use problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.
Ourselves Growing and Changing I can recognise my individuality and personal qualities. I can use strategies to manage transitions between classes and key stages.	**Ourselves Growing and Changing** I know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). I can identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.	**Ourselves Growing and Changing** I understand that new opportunities and responsibilities may bring increased independence. I know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. I know that for some people gender identity does not correspond with their biological sex.	**Ourselves Growing and Changing** I know the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. I know the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). I know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. I know about where to get more information, help and advice about

			growing and changing, especially about puberty. I know the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made) and how babies need to be cared for.
Keeping Safe I know strategies for keeping safe in the local environment or unfamiliar places. I know about firework safety. I know about the safe use of digital devices when out and about.	**Keeping Safe** I understand the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. I know how to predict, assess and manage risk in different situations.	**Keeping Safe** I understand about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of myself and others; what to do if I am frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. I know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.	**Keeping Safe** I have strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about. I know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. I know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). I know what is meant by first aid; basic techniques for dealing with common injuries. I know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.

Drugs, Alcohol and Tobacco	**Drugs, Alcohol and Tobacco**	**Drugs, Alcohol and Tobacco**	**Drugs, Alcohol and Tobacco** I know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. I can recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. I know about why people choose to use or not use drugs (including nicotine, alcohol and medicines). I am aware of the mixed messages in the media about drugs, including alcohol and smoking/vaping. I know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.

St Richards Catholic Primary School Progression of Skills in PSHE Core Theme 2: Relationships KS2			
Year 3	**Year 4**	**Year 5**	**Year 6**
Families and close positive relationships I can recognise and respect that there are different types of family structure. I can recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.	**Families and close positive relationships** I can recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). I know that a feature of positive family life is caring relationships; about the different ways in which people care for one another. I know how to recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice.	**Families and close positive relationships** I know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart. I can recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.	**Families and close positive relationships** I know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. I understand that marriage and civil partnership is as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. I understand that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.
Friendships I understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. I understand the importance of seeking support if feeling lonely or excluded. I understand how friendships can change over time, about making new friends and	**Friendships** I know that healthy friendships make people feel included. I can recognise when others may feel lonely or excluded and can use strategies for how to include them. I know how to recognise if a friendship (online or offline) is making me feel unsafe or uncomfortable; how to manage	**Friendships** I recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face . I know that friendships have ups and downs and I can use strategies to resolve disputes and reconcile	**Friendships** I know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. I have strategies for recognising and

the benefits of having different types of friends.	this and ask for support if necessary.	differences positively and safely.	managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.
Managing hurtful behaviour and bullying I know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	**Managing hurtful behaviour and bullying** I know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	**Managing hurtful behaviour and bullying** I can use strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. I know about discrimination: what it means and how to challenge it.	**Managing hurtful behaviour and bullying** I can use strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. I know about discrimination: what it means and how to challenge it.
Safe relationships I know where to get advice and support at home or at school if I am worried.	**Safe relationships** I can recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. I know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret .	**Safe relationships** I understand about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). I know about seeking and giving permission (consent) in different situations. I know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).	**Safe Relationships** I know why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. I know how to respond safely and appropriately to adults I may encounter (in all contexts including online) whom I do not know. I know how to recognise pressure from others to do something unsafe or something that makes me feel uncomfortable and strategies for managing this.

Respecting self and others	**Respecting self and others**	**Respecting self and others**	**Respecting self and others**
I know that personal behaviour can affect other people. I understand and respect that we are all different.	I recognise the importance of self-respect and how to respect others. I can respect the differences and similarities between people and recognise what I have in common with others e.g. physically, in personality or background.	I know that personal behaviour can affect other people; to recognise and model respectful behaviour online. I can listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to my own. I recognise the importance of self-respect and how this can affect my thoughts and feelings about myself; that everyone, including me, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.	I know that personal behaviour can affect other people; to recognise and model respectful behaviour online. I know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those I disagree with.

St Richards Catholic Primary School Progression of Skills in PSHE			
Core Theme 3: Living in the Wider World KS2			
Year 3	**Year 4**	**Year 5**	**Year 6**
Shared responsibilities: I understand that there are reasons for rules. I know ways of protecting the environment in school and at home (e.g. reusing and recycling and not littering).	**Shared responsibilities:** I understand that there are reasons for rules and laws. I know the importance of caring for other people and living things; how to show care and concern for others.	**Shared responsibilities:** I know that there are reasons for rules and laws; consequences of not adhering to rules and laws. I know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).	**Shared responsibilities:** I know that there are human rights that are there to protect everyone. I know about the relationship between rights and responsibilities. I know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.
Communities: I know about the different groups that make up my community; what living in a community means.	**Communities:** I value the different contributions that people and groups make to the community.	**Communities:** I know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.	**Communities:** I know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. I know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.
Media literacy & digital resilience I know how to assess the reliability of sources online and who to ask for help if I am unsure.	**Media literacy & digital resilience** I know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.	**Media literacy & digital resilience** I recognise ways in which the internet and social media can be used both positively and negatively. I know about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share	**Media literacy & digital resilience** I know about some of the different ways information and data is shared and used online, including for commercial purposes. I recognise things appropriate to share and things that should not be shared on social media; rules surrounding

		information. I know about how text and images in the media and on social media can be manipulated or invented.	distribution of images. I know about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.
Economic wellbeing: Money: I know about the different ways to pay for things and the choices people have about this.	**Economic wellbeing: Money:** I know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).	**Economic wellbeing: Money:** I know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. I can recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. I can recognise that people make spending decisions based on priorities, needs and wants.	**Economic wellbeing: Money:** I know about different ways to keep track of money. I know about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. I can identify the ways that money can impact on people's feelings and emotions.
Economic wellbeing: Aspirations, work and career: I can identify the kind of job that I might like to do when I am older. I can share positive things about myself and my achievements; set goals to help achieve personal outcomes	**Economic wellbeing: Aspirations, work and career:** I know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. I know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.	**Economic wellbeing: Aspirations, work and career:** I know about some of the skills that will help me in my future career e.g. teamwork, communication and negotiation. I know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).	**Economic wellbeing: Aspirations, work and career:** I know about stereotypes in the workplace and that a person's career aspirations should not be limited by them. I can recognise a variety of routes into careers (e.g. college, apprenticeship, university).

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