



BERKELEY PRIMARY SCHOOL

PSHE Skills Progression



	AUTUMN	SPRING	SUMMER
NUR	<u>Families and Carers</u> -that families are important for children growing up because they can give love, security and stability -how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <u>Caring Friendships</u> -how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable -how to manage conflict, how to manage these situations -how to seek help or advice from others, if needed <u>Respectful Relationships</u> -how to be polite and say please and thank you <u>Being Safe and Healthy</u> -how to wash and dry their hands thoroughly <i>Key vocab: families, love, security, unhappy, unsafe, help, advice, trust, uncomfortable, please, thank you, wash, dry</i>	<u>RSE objectives covered by 'Big Talk'</u> -know the differences between girls and boys -name body parts with the correct scientific words -know what areas of the body are private -know there is a difference between good touches and bad touches <u>Respectful Relationships</u> -children to talk about the differences they notice between people -recognise similarities between different families and communities <u>Being Safe and Healthy</u> -talk about their feelings using appropriate words -how to recognise and report feelings of being unsafe -how to recognise and report feeling bad about an adult -how to brush teeth <i>Key vocab: body, private, touch, vagina, penis, differences, communities, happy, sad, brush teeth</i>	<u>Respectful Relationships</u> -in school and in wider society they can expect to be treated with respect by others -know that in turn they should show due respect to others, including those in positions of authority <u>Being Safe and Healthy</u> -how to ask for advice or help for themselves or others -how to keep trying until they are heard -understand there are different occupations that help to keep us safe -understand we have rules and why they are important, be able to follow them -begin to understand healthy drink and food choices <i>Key vocab: respect, occupations, jobs, safe, rules, follow, break, healthy, choice, medicines, fruit, vegetables, kind, unkind</i>
	Development Matters 3&4 year olds will be learning to: <u>(Personal, Social and Emotional Development)</u> -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. -Develop their sense of responsibility and membership of a community. -Become more outgoing with unfamiliar people, in the safe context of their setting. 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. -Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. -Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -Understand gradually how others might be feeling. -Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. <u>(Understanding of the World)</u> -Show interest in different occupations. -Continue developing positive attitudes about the differences between people.		



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REC	<u>Families and Carers</u> - that stable, caring relationships, which may be of different types, are at the heart of happy families <u>Feelings and Emotions</u> - talk about how they feel - learn vocabulary of feelings (worried/frightened, excited, scared, cross/angry) - begin to recognise situations that might cause these emotions - begin to recognise the impact of their actions on others <u>Caring Friendships</u> - initiates conversations, attends to and takes account of what others say - takes steps to resolve conflicts with other children, e.g. finding a compromise <u>Respectful Relationships</u> - the importance of respecting others who are different from them - the importance of speaking to an adult in school if they are upset - who to talk to in school if someone has upset them - simple ways to let others know that they are upset or that they want a turn (no I don't like that... my turn please...) - understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them - aware of the boundaries set, and of behavioural expectations in the setting - beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy <i>Key vocab: stable, relationships, caring, different, same, worried, frightened, excited, scared, cross, angry, emotions, actions, solve, upset, turn, comfort, boundaries, expect, strangers, favourite</i>	<u>Online Relationships</u> - that people sometimes behave differently online, including pretending to be someone they're not - the rules and principles of keeping safe online, how to recognise risks, harmful content and contact, and who to tell about them <u>RSE objectives covered by 'Big Talk'</u> - know why and how girls' and boys' bodies are different - know the scientific names for different body parts - identify which parts of their bodies are private - know the difference between good touches and bad touches - identify key people that they can go to if someone wants to touch their private parts or if they want to talk/ask questions - understand that they can say 'no' <u>Being Safe and Healthy</u> - 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 - the importance of only viewing content/playing games that is designed for children of their age - begin to recognise safe and risky situations - begin to identify when we need medicine and understand that we take it to get better <i>Key vocab: online, pretend, safe online, risks, contact, boys, girls, private, good touches, bad touches, no, secrets, medicine, love, chemist</i>	<u>Healthy Lifestyles</u> - children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe <u>Respectful Relationships</u> - talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable - they work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride - children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity - they show sensitivity to others' needs and feelings, and form positive relationships with adults and other children <u>Being Safe and Healthy</u> - they say when they do or don't need help <i>Key vocab: healthy, physical exercise, diet, consequences, behaviour, unacceptable, routine, cooperate, turn taking, organise, sensitivity</i>
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Early Learning Goal 2021 (Personal, Social and Emotional Development and Physical Development)

Children at the expected level of development will:

Self-Regulation

- 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

Managing Self

- 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

- 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.

Development Matters - Reception will be learning to: (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.
- 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



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Y1	<u>Me and My Relationships</u> -Understand that classroom rules help everyone to learn and be safe -Explain their classroom rules and be able to contribute to making these -Demonstrate attentive listening skills -Suggest simple strategies for resolving conflict situations -Give and receive positive feedback, and experience how this makes them feel -Recognise how others might be feeling by reading body language/facial expressions -Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) <i>Key vocab: contribute, conflict, resolve, feedback, positive, negative, body language, facial expressions, emotions, physical reaction</i>	<u>Growing and changing</u> -Recognise that exercise and sleep are important parts of a healthy lifestyle -Identify things they could do as a baby, a toddler and can do now -Identify the people who help/helped them at those different stages -Identify things they could do as a baby, a toddler and can do now -Identify the people who help/helped them at those different stages -Explain the difference between teasing and bullying -Give examples of what they can do if they experience or witness bullying -Say who they could get help from in a bullying situation -Explain the difference between a secret and a nice surprise -Identify situations as being secrets or surprises -Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep <i>Key vocab: healthy lifestyle, baby, toddler, adult, brain, stomach, trusted adult, growing, vagina, penis, secret, surprise, uncomfortable</i> <u>RSE objectives covered by 'Big Talk'</u> Name and know which parts should be private; -Explain the difference between appropriate and inappropriate touch; -Understand that they have the right to say "no" to unwanted touch;	<u>Being my Best</u> -Recognise the importance of fruit and vegetables in their daily diet -Know that eating at least five portions of vegetables and fruit a day helps to maintain health -Recognise that they may have different tastes in food to others -Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch -Recognise which foods we need to eat more of and which we need to eat less of to be healthy -Recognise the importance of regular hygiene routines -Sequence personal hygiene routines into a logical order -Understand how diseases can spread -Recognise and use simple strategies for preventing the spread of diseases -Recognise that learning a new skill requires practice and the opportunity to fail, safely -Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges -Demonstrate attentive listening skills -Suggest simple strategies for resolving conflict situations -Give and receive positive feedback, and experience how this makes them feel -Name major internal body parts (heart, lungs, blood, stomach, intestines, brain) -Understand and explain the simple bodily processes associated with them <i>Key vocab: starchy, dairy, protein, sugar, fruit, hygiene, cereal, bread making, water, energy, vitamins, vegetables, germs, hygiene, routines, diseases, heart, lungs, blood, stomach intestines, brain</i>
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	<u>Valuing difference</u> -Begin to appreciate the positive aspects of these differences -Explain the difference between unkindness, teasing and bullying -Understand that bullying is usually quite rare -Explain some of their school rules and how those rules help to keep everybody safe -Identify some of the people who are special to them -Recognise and name some of the qualities that make a person special to them. Recognise that they belong to various groups and communities such as their family -Explain how these people help us and we can also help them to help us <i>Key vocab: respect, feelings, different, safe, bully, fair rules, special, tease, similar, same, kind, communities</i>	<u>Rights and Respect</u> -Recognise how a person's behaviour (including their own) can affect other people -Identify what they like about the school environment -Recognise who cares for and looks after the school environment -Demonstrate responsibility in looking after something (e.g. a class pet or plant) -Explain the importance of looking after things that belong to themselves or to others -Explain where people get money from -List some of the things that money may be spent on in a family home -Recognise that different notes and coins have different monetary value -Explain the importance of keeping money safe; -Identify safe places to keep money -Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it) <i>Key vocab: clean, environment, routine, first aid, litter, responsibility, danger, safe, help, money, notes, coins, responsible, saving</i>	<u>Keeping Myself Safe</u> -Recognise the importance of sleep in maintaining a healthy, balanced lifestyle -Identify simple bedtime routines that promote healthy sleep -Recognise emotions and physical feelings associated with feeling unsafe -Identify people who can help them when they feel unsafe -Start thinking about who they trust and who they can ask for help -Start thinking about how to stay safe online, including safety around sharing images -Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable -Understand that medicines can sometimes make people feel better when they're ill -Explain simple issues of safety about medicines and their use -Recognise the range of feelings that are associated with loss <i>Key vocab: air, sleep, exercise, balanced, unsafe, share, nervous, medicines, uncomfortable, responsible, trust, loss, die, trust</i>
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Y2	<u>Me and My Relationships</u> -Suggest actions that will contribute positively to the life of the classroom -Make and undertake pledges based on those actions -The conventions of courtesy and manners -Use a range of words to describe feelings -Recognise that people have different ways of expressing their feelings -Identify helpful ways of responding to other's feelings -Recognise, name and understand how to deal with feelings (e.g. anger, loneliness) -Explain where someone could get help if they were being upset by someone else's behaviour -Recognise that friendship is a special kind of relationship -Identify some of the ways that good friends care for each other -Explain the difference between bullying and isolated unkind behaviour -Recognise that that there are different types of bullying and unkind behaviour -Understand that bullying and unkind behaviour are both unacceptable ways of behaving -Understand and describe strategies for dealing with bullying -Rehearse and demonstrate some of these strategies <i>Key vocab: feelings, happy, teasing, bullied, repeated, care, rules, break, pledge, courtesy, manners</i>	<u>Growing and Changing</u> -Demonstrate simple ways of giving positive feedback to others -Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to -Identify different stages of growth (e.g. baby, toddler, child, teenager, adult) -Understand and describe some of the things that people are capable of at these different stages -Understand that there are unsafe secrets and secrets that are nice surprises <i>Key vocab: supportive, change, feelings, growing, penis, safe, vagina</i> <u>RSE objectives covered by 'Big Talk'</u> - Know what we call girl and boy body parts. - Know where babies come from. - Know and understand the PANTS rule. - Identify which parts of their bodies are private. - Understand when it is ok to let another person touch them or what to do if they want to touch themselves. - Identify key people that they can go to if someone wants to touch their private parts or if they want to talk/ask questions.	<u>Being my Best</u> -Explain the stages of the learning line showing an understanding of the learning process -Suggest phrases and words of encouragement to give someone who is learning something new -Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning -Understand and give examples of things they can choose themselves and things that others choose for them -Explain things that they like and dislike, and understand that they have choices about these things -Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health -Explain how germs can be spread -Describe simple hygiene routines such as hand washing -Understand that vaccinations can help to prevent certain illnesses -Explain the importance of good dental hygiene -Describe simple dental hygiene routines -Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain) -Describe how food, water and air get into the body and blood <i>Key vocab: achieve, injection, rest, choices, vaccination, large intestine, lungs, stomach, small intestine, oxygen, teeth, hygiene, dental</i>
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Valuing Difference

- Identify some of the physical and non-physical differences and similarities between people
- Know and use words and phrases that show respect for other people
- Identify people who are special to them
- Explain some of the ways those people are special to them
- Recognise and explain how a person's behaviour can affect other people
- Explain how it feels to be part of a group
- Explain how it feels to be left out from a group;
- Identify groups they are part of
- Suggest and use strategies for helping someone who is feeling left out
- Recognise and describe acts of kindness and unkindness
- Explain how these impact on other people's feelings
- Suggest kind words and actions they can show to others
- Show acts of kindness to others in school
- Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted)
- Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships

Key vocab: unique, point of view, behaviour, problem, argument, negotiation

Rights and Respect

- Describe and record strategies for getting on with others in the classroom
- Explain, and be able to use, strategies for dealing with impulsive behaviour
- Identify special people in the school and community who can keep them safe
- Know how to ask for help
- Know the importance of keeping personal information private, when online and only talking to people they know in real life
- Know that they can tell an adult they trust if anything happens that makes them worried
- Understand that people have choices about what they do with their money
- Know that money can be saved for a use at a future time
- Explain how they might feel when they spend money on different things
- Recognise that money can be spent on items which are essential or non-essential
- Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this
- Identify what they like about the school environment
- Identify any problems with the school environment (e.g. things needing repair)
- Make suggestions for improving the school environment
- Recognise that they all have a responsibility for helping to look after the school environment

Key vocab: impulsive, share, erupt, unsettled, environment

Keeping Myself Safe

- Understand that medicines can sometimes make people feel better when they're ill
- Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell
- Explain simple issues of safety about medicines and their use
- Identify situations in which they would feel safe or unsafe
- Suggest actions for dealing with unsafe situations including who they could ask for help
- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe
- Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation

Key vocab: help, safe, feelings, listen,



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Y3	<u>Me and My Relationships</u> -Identify qualities of friendship - Suggest reasons why friends sometimes fall out -Rehearse and use, now or in the future, skills for making up again -Express opinions and listen to those of others -Consider others' points of view -Practice explaining the thinking behind their ideas and opinions -Explain what a dare is -Understand that no-one has the right to force them to do a dare -Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare -Explain some of the feelings someone might have when they lose something important to them -Understand that these feelings are normal and a way of dealing with the situation <i>Key vocab: apologise, respect, disagree, disputes, persuade, opinions, falling out</i>	<u>Growing and Changing</u> -Identify different types of relationships -Recognise who they have positive healthy relationships with -Understand what is meant by the term body space (or personal space) -Identify when it is appropriate or inappropriate to allow someone into their body space -Rehearse strategies for when someone is inappropriately in their body space -Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens -Recognise and describe appropriate behaviour online as well as offline -Identify what constitutes personal information and when it is not appropriate or safe to share this -Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs -Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret -Recognise how different surprises and secrets might make them feel -Know who they could ask for help if a secret made them feel uncomfortable or unsafe <u>RSE objectives covered by 'Big Talk'</u> -Know how their body changes and why -Know what makes them feel good/bad and recognise how others are feeling -Understanding what to do in different scenarios -Know what is appropriate and what is inappropriate -Know their trusted adults <i>Key vocab: assertive, jealous, breasts, genitals, body space</i>	<u>Being my Best</u> -Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body -Explain what is meant by the term 'balanced diet' -Give examples what foods might make up a healthy balanced meal -Explain how some infectious illnesses are spread from one person to another -Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses -Suggest medical and non-medical ways of treating an illness -Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain) -Describe how food, water and air get into the body and blood -Develop skills in discussion and debating an issue -Demonstrate their understanding of health and wellbeing issues that are relevant to them -Empathise with different viewpoints -Make recommendations, based on their research -Identify their achievements and areas of development -Recognise that people may say kind things to help us feel good about ourselves -Explain why some groups of people are not represented as much on television/in the media -Explain some of the different talents and skills that people have and how skills are developed -Recognise their own skills and those of other children in the class -Demonstrate how working together in a collaborative manner can help everyone to achieve success -Understand and explain how the brain sends and receives messages through the nerves. <i>Key vocab: balanced diet, infectious, spread, media, collaborate, goal setting</i>
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	<u>Valuing Difference</u> -Reflect on listening skills -Give examples of respectful language -Give examples of how to challenge another's viewpoint, respectfully -Recognise that there are many different types of family -Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships' -Define the term 'community' -Identify the different communities that they belong to -Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing -Explain that people living in the UK have different origins -Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds -Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together -Recognise the factors that make people similar to and different from each other -Recognise that repeated name calling is a form of bullying -Suggest strategies for dealing with name calling (including talking to a trusted adult) -Understand and explain some of the reasons why different people are bullied -Explore why people have prejudiced views and understand what this is <i>Key vocab: name calling, prejudice, tolerance, community, belonging, identity, adoption, fostering, same-sex relationships, origins, diverse</i>	<u>Rights and Respect</u> -Identify key people who are responsible for them to stay safe and healthy -Suggest ways they can help these people -Understand the difference between 'fact' and 'opinion' -Understand how an event can be perceived from different viewpoints -Define what a volunteer is -Identify people who are volunteers in the school community -Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer -Understand the terms 'income', 'saving' and 'spending' -Recognise that there are times we can buy items we want and times when we need to save for them -Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) -Explain that people earn their income through their jobs -Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.) -Explain that people earn their income through their jobs -Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.) -Define what is meant by the environment -Evaluate and explain different methods of looking after the school environment -Devise methods of promoting their priority method <i>Key vocab: volunteer, income, saving, spending</i>	<u>Keeping Myself Safe</u> -Identify situations which are safe or unsafe -Identify people who can help if a situation is unsafe -Suggest strategies for keeping safe -Define the words danger and risk and explain the difference between the two -Demonstrate strategies for dealing with a risky situation -Identify risk factors in given situations -Suggest ways of reducing or managing those risks -Evaluate the validity of statements relating to online safety -Recognise potential risks associated with browsing online -Give examples of strategies for safe browsing online -Understand that medicines are drugs and suggest ways that they can be helpful or harmful -Identify some key risks from and effects of cigarettes and alcohol -Know that most people choose not to smoke cigarettes (Social Norms message) -Define the word 'drug' and understand that nicotine and alcohol are both drugs -Demonstrate strategies for assessing risks -Understand and explain decision-making skills -Understand where to get help from when making decisions <i>Key vocab: drugs, alcohol, risky, cigarettes, nicotine, e-cigarettes, vapes, nicotine</i>
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Y4	<u>Me and My Relationships</u> -Demonstrate strategies for working on a collaborative task -Define successful qualities of teamwork and collaboration -Explain what we mean by a 'positive, healthy relationship' -Describe some of the qualities that they admire in others -Recognise that there are times when they might need to say 'no' to a friend -Describe appropriate assertive strategies for saying 'no' to a friend -Describe 'good' and 'not so good' feelings and how feelings can affect our physical state -Explain how different words can express the intensity of feelings -Identify a wide range of feelings -Recognise that different people can have different feelings in the same situation -Explain how feelings can be linked to physical state. -Give examples of strategies to respond to being bullied, including what people can do and say -Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from <i>Key vocab: qualities, assertive, intensity, pressure</i>	<u>Growing and Changing</u> -Explain how the Learning Line can be used as a tool to help them manage change more easily -Suggest people who may be able to help them deal with change -Name some positive and negative feelings -Suggest reasons why young people sometimes fall out with their parents -Take part in a role play practising how to compromise -Identify parts of the body that males and females have in common and those that are different -Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret -Recognise how different surprises and secrets might make them feel -Know who they could ask for help if a secret made them feel uncomfortable or unsafe <u>RSE objectives covered by 'Big Talk'</u> -Understand that all families are different (2 dads, live with Dad and Step-mum) -Know what puberty is, how boys and girls bodies grow differently and why (height, voice, hair, periods) -Know what wet dreams are -Know that pads can be used to manage periods -Identify how they feel about their body growing and changing -Understand that babies are made from an ovum (egg) and sperm -Know how a baby grows and is born -Know how to keep their self safe and what to do if someone wants them to do something dangerous, wrong or makes them feel uncomfortable <i>Key vocab: periods, menstruation, ovum, sperm, testicles, hormones, pubic hair, puberty, vulva, ovaries, civil partnership, marriage, wet dreams, sanitary products</i>	<u>Being my Best</u> -Identify ways in which everyone is unique -Appreciate their own uniqueness -Recognise that there are times when they will make the same choices as their friends and times when they will choose differently -Give examples of choices they make for themselves and choices others make for them -Recognise that there are times when they will make the same choices as their friends and times when they will choose differently -Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health -Plan a menu which gives a healthy balanced of foods from across the food groups on the ---Eatwell Guide (formerly Eatwell Plate) -Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs) -Suggest ways the Seven Rs recycling methods can be applied to different scenarios -Define what is meant by the word 'community' -Suggest ways in which different people support the school community -Identify qualities and attributes of people who support the school community <i>Key vocab: accident, emergency</i>
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Valuing Difference

- Define the terms 'negotiation' and 'compromise'
- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
- List some of the ways that people are different to each other (including differences of race, gender, religion)
- Recognise potential consequences of aggressive behaviour
- Suggest strategies for dealing with someone who is behaving aggressively
- List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals)
- Define the word respect and demonstrate ways of showing respect to others' differences
- Understand and identify stereotypes, including those promoted in the media
- Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances)
- Give examples of features of these different types of relationships, including how they influence what is shared
- Understand that they have the right to protect their personal body space
- Recognise how others' non-verbal signals indicate how they feel when people are close to their body space
- Suggest people they can talk to if they feel uncomfortable with other people's actions towards them

Key vocab: negotiation, compromise, aggressive, stereotypes, influence

Rights and Respect

- Understand that humans have rights and also need to respect the rights of other
- Identify some rights and also need to respect the rights of others that come with these rights
- Understand the reason we have rules
- Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council)
- Recognise that everyone can make a difference within a democratic process
- Define the word influence
- Recognise that reports in the media can influence the way they think about a topic
- Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner
- Explain the role of the bystander and how it can influence bullying or other anti-social behaviour
- Recognise that they can play a role in influencing outcomes of situations by their actions
- Define the terms 'income' and 'expenditure';
- List some of the items and services of expenditure in the school and in the home
- Prioritise items of expenditure in the home from most essential to least essential
- Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'
- Understand how a payslip is laid out showing both pay and deductions
- Prioritise public services from most essential to least
- Understand some of the ways that various national and international environmental organisations work to help take care of the environment
- Explain how different people in the school and local community help them stay healthy and safe
- Define what is meant by 'being responsible'
- Describe the various responsibilities of those who help them stay healthy and safe and how they can help them

Key vocab: influence, rights, contribute, decision making, democratic, United Nations, bystander, income, expenditure, essential, income tax, national insurance, VAT, payslip

Keeping Myself Safe

- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them
- Identify situations which are either dangerous, risky or hazardous
- Suggest simple strategies for managing risk.
- Define what is meant by the word 'dare'
- Identify from given scenarios which are dares and which are not
- Suggest strategies for managing dares
- Describe stages of identifying and managing risk
- Suggest people they can ask for help in managing risk
- Understand that we can be influenced both positively and negatively
- Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way
- Identify images that are safe/unsafe to share online
- Know and explain strategies for safe online sharing
- Understand and explain the implications of sharing images online without consent
- Understand that medicines are drugs
- Explain safety issues for medicine use
- Suggest alternatives to taking a medicine when unwell
- Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines)

Key vocab: hazard, dare, consent



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Y5	<u>Me and My Relationships</u> -Explain what collaboration means -Give examples of how they have worked collaboratively -Describe the attributes needed to work collaboratively -Explain what is meant by the terms negotiation and compromise -Describe strategies for resolving difficult issues or situations -Understand that online communication can be misinterpreted -Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face -Demonstrate how to respond to a wide range of feelings in others -Give examples of some key qualities of friendship -Reflect on their own friendship qualities -Identify what things make a relationship unhealthy -Identify who they could talk to if they needed help -Recognise basic emotional needs, understand that they change according to circumstance -Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks -Identify characteristics of passive, aggressive and assertive behaviours -Understand and rehearse assertiveness skills <i>Key vocab: collaboration, attributes, misinterpretation</i>	<u>Growing and Changing</u> - Use a range of words and phrases to describe the intensity of different feelings -Distinguish between good and not so good feelings, using appropriate vocabulary to describe these -Explain strategies they can use to build resilience -Identify people who can be trusted -Describe strategies for dealing with situations in which they would feel uncomfortable -Identify situations where someone might need to break a confidence in order to keep someone safe -Recognise how our body feels when we're relaxed -List some of the ways our body feels when it is nervous or sad -Describe and/or demonstrate how to be resilient in order to find someone who will listen to you -Explain how someone might feel when they are separated from someone or something they like -Suggest ways to help someone who is separated from someone or something they like <u>RSE objectives covered by 'Big Talk'</u> -Recognise the important relationships in their lives -Know what love is and how people show love -Know that a man can love another man and a woman can love another woman -Understand what puberty is, how boys and girls bodies grow differently and why (height, voice, hair, periods) -Recognise feelings that come with puberty including sexual feelings -Understand 'mood swings' -Know that 2 adults who love each other, make love -Understand that babies are made from an ovum (egg) and sperm. -Understand how a woman's body changes when pregnant, how a baby grows and is born. -Know that girls can use tampons and pads to manage their periods. -Know how to keep their self safe and what to do if someone wants them to do something dangerous, wrong or makes them feel uncomfortable <i>Key vocab: mood swings, sperm, ovum, tampon</i>	<u>Being my Best</u> -Know the basic functions of the four systems covered and know they are inter-related -Explain the function of at least one internal organ -Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health -Identify their own strengths and talents -Identify areas that need improvement and describe strategies for achieving those improvements -State what is meant by community -Explain what being part of a school community means to them -Suggest ways of improving the school community -Identify people who are responsible for helping them stay healthy and safe -Identify ways that they can help these people -Describe 'star' qualities of celebrities as portrayed by the media -Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life -Describe 'star' qualities that 'ordinary' people have <i>Key vocab: media influence, celebrities, patience, resilience, consideration</i>
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<u>Valuing Difference</u> -Explain why friendships sometimes end. -Demonstrate respectfulness in responding to others -Respond appropriately to others -Recognise some of the feelings associated with feeling excluded or 'left out' -Give examples of ways in which people behave when they discriminate against others who are different from them -Understand the importance of respecting others, even when they are different from themselves -Identify and describe the different groups that make up their school/wider community/other parts of the UK -Describe the benefits of living in a diverse society -Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this -Understand that the information we see online either text or images, is not always true or accurate -Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them -Understand and explain the difference sex, gender identity, gender expression and sexual orientation -Recognise that some people can get bullied because of the way they express their gender -Give examples of how bullying behaviours can be stopped -Identify the consequences of positive and negative behaviour on themselves and others -Give examples of how individual/group actions can impact on others in a positive or negative way <i>Key vocab: excluded, discriminate, gender identity, sexual orientation</i>	<u>Rights and Respect</u> - Identify, write and discuss issues currently in the media concerning health and wellbeing -Express their opinions on an issue concerning health and wellbeing -Make recommendations on an issue concerning health and wellbeing -Understand the difference between a fact and an opinion -Understand what biased reporting is and the need to think critically about things we read -Explain what we mean by the terms voluntary, community and pressure (action) group -Give examples of voluntary groups, the kind of work they do and its value -Define the differences between respect, rights and duties -Discuss what can make them difficult to follow -Identify the impact on individuals and the wider community if duties are not carried out -State the costs involved in producing and selling an item -Suggest questions a consumer should ask before buying a product -Define the terms loan, credit, debt and interest -Suggest advice for a range of situations involving personal finance <i>Key vocab: pressure group, action group, loan, credit, debt, interest, councillors</i>	<u>Keeping Myself Safe</u> -Demonstrate strategies to deal with both face-to-face and online bullying -Demonstrate strategies and skills for supporting others who are bullied -Recognise and describe the difference between online and face-to-face bullying -Reflect on what information they share offline and online -Recognise that people aren't always who they say they are online -Know how to protect personal information online -Recognise which situations are risky -Explore and share their views about decision making when faced with a risky situation -Suggest what someone should do when faced with a risky situation -Define what is meant by a dare -Explain why someone might give a dare -Suggest ways of standing up to someone who gives a dare -Recognise that there are positive and negative risks -Explain how to weigh up risk factors when making a decision -Describe some of the possible outcomes of taking a risk -Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks -Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these -Explain what a habit is, giving examples -Describe why and how a habit can be hard to change -Understand some of the complexities of categorising drugs -Know that all medicines are drugs but not all drugs are medicines -Understand ways in which medicines can be helpful or harmful and used safely or unsafely -Understand the actual norms around smoking and the reasons for common misperceptions of these
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Y6	<u>Me and My Relationships</u> -Demonstrate a collaborative approach to a task -Describe and implement the skills needed to do this -Recognise some of the challenges that arise from friendships -Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach -Recognise and empathise with patterns of behaviour in peer-group dynamics -Recognise basic emotional needs and understand that they change according to circumstance -Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about -List some assertive behaviours -Recognise peer influence and pressure -Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure -Describe ways in which people show their commitment to each other -Know the ages at which a person can marry, depending on whether their parents agree -Recognise that some types of physical contact can produce strong negative feelings -Know that some inappropriate touch is also illegal <i>Key vocab: illegal, forced</i>	<u>Growing and Changing</u> -Understand that fame can be short-lived -Recognise that photos can be changed to match society's view of perfect -Identify qualities that people have, as well as their looks -Define what is meant by the term stereotype -Recognise how the media can sometimes reinforce gender stereotypes -Recognise that people fall into a wide range of what is seen as normal -Challenge stereotypical gender portrayals of people -Understand the risks of sharing images online and how these are hard to control, once shared -Understand that people can feel pressured to behave in a certain way because of the influence of the peer group -Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be -Recognise some of the changes they have experienced and their emotional responses to those changes -Suggest positive strategies for dealing with change -Identify people who can support someone who is dealing with a challenging time of change <u>RSE objectives covered by 'Big Talk'</u> -Further coverage of Year 5 content -Understand what FGM is and that it is an illegal practice in this country -Know where someone could get support if they were concerned about their own or another person's safety <i>Key vocab: FGM (female genital mutilation)</i>	<u>Being my Best</u> -Identify aspirational goals -Describe the actions needed to set and achieve these -Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues -Identify risk factors in a given situation (involving alcohol) -Understand and explain the outcomes of risk-taking in a given situation, including emotional risks -Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these -Identify risk factors in a given situation -Understand and explain the outcomes of risk-taking in a given situation, including emotional risks -Recognise that some situations can be made less risky e.g. only sharing information with someone you trust -Explain what the five ways to wellbeing are -Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives <i>Key vocab: aspirational goals</i>
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Valuing Difference

- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences
- Suggest strategies for dealing with bullying, as a bystander;
- Describe positive attributes of their peers.
- Know that all people are unique but that we have far more in common with each other than what is different about us;
- Consider how a bystander can respond to someone being rude, offensive or bullying someone else;
- Demonstrate ways of offering support to someone who has been bullied.
- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
- Understand and explain the term prejudice;
- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Describe the benefits of living in a diverse society;
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
- Explain the difference between a friend and an acquaintance;
- Describe qualities of a strong, positive friendship;
- Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
- Define what is meant by the term stereotype;
- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.

Key vocab: stereotype

Rights and Respect

- Define the terms 'fact', 'opinion', 'biased' and 'unbiased', know the difference between them
- Describe the language and techniques that make up a biased report
- Analyse a report also extract the facts from it
- Know the legal age (and reason behind these) for having a social media account
- Understand why people don't tell the truth and often post only the good bits about themselves, online
- Recognise that people's lives are much more balanced in real life, with positives and negatives
- Explain some benefits of saving money
- Describe the different ways money can be saved, outlining the pros and cons of each method
- Describe the costs that go into producing an item
- Suggest sale prices for a variety of items, taking into account a range of factors
- Explain what is meant by the term interest
- Recognise and explain that different jobs have different levels of pay and the factors that influence this
- Explain the different types of tax (income tax and VAT) which help to fund public services
- Evaluate the different public services and compare their value.
- Explain what is meant by living in an environmentally sustainable way
- Suggest actions that could be taken to live in a more environmentally sustainable way
- Why and how rules and laws that protect them and others are made and enforced
- Why different rules are needed in different situations and how to take part in making and changing rules
- Begin to understand the way in which democracy in Britain works
- Why and how rules and laws that protect them and others are made and enforced
- Why different rules are needed in different situations and how to take part in making and changing rules

Key vocab: biased, unbiased, public services

Keeping Myself Safe

- Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face
- Understand and describe the ease with which something posted online can spread
- Identify strategies for keeping personal information safe online
- Describe safe and respectful behaviours when using communication technology
- Know that it is illegal to create and share sexual images of children under 18 years old
- Explore the risks of sharing photos and films of themselves with other people directly or online
- Know how to keep their information private online
- Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour
- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met
- Explain how drugs can be categorised into different groups depending on their medical and legal context
- Demonstrate an understanding that drugs can have both medical and non-medical uses
- Explain in simple terms some of the laws that control drugs in this country
- Understand some of the basic laws in relation to drugs
- Explain why there are laws relating to drugs in this country
- Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these
- Describe some of the effects and risks of drinking alcohol

Key vocab: addiction