

Skills Progression – PDL

	Health and well being	Relationships	Living in the wider world
Yr R	<p>Know the importance for good healthy of physical exercise and a healthy diet. Talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs (including dressing and toileting).</p>	<p>Play co-operatively, taking turns with others. Show sensitivity to others’ needs and feelings and form positive relationships with adults and other children. Identify that other children do not always like the same things they do and respond appropriately to this. Talk about how they and others are feeling. Talk about their own and others’ behaviour and its consequences.</p>	<p>Work as part of a group or class and understand and follow rules. Adjust their behaviour to different situations.</p>
Yr 1	<p>Begin to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. Know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them. Explain what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. Know the importance of and how to maintain personal hygiene. Identify that household products, including medicines, can be harmful if not used properly.</p>	<p>Recognise what is fair and unfair, kind and unkind, what is right and wrong. Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). Identify their special people (family, friends, carers), what makes them special and how special people should care for one another. Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p>	<p>Explain that they belong to various groups and communities such as family and school. Know how to contribute to the life of the classroom, help to construct, and agree to follow, group and class rules and to understand how these rules help them. Know that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).</p>
Yr 2	<p>Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. Identify good and not so good feelings. Develop a vocabulary to describe their feelings to others and simple strategies for managing feelings. Know about change and loss and the associated feelings (including moving home, losing toys, pets or friends). Know how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.</p>	<p>Communicate their feelings to others, recognise how others show feelings and know how to respond. to recognise how their behaviour affects other people the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises. Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. Offer constructive support and feedback to others. Identify and respect the differences and similarities between people. Judge what kind of physical contact is acceptable,</p>	<p>Understand what improves and harms their local, natural and built environments and about some of the ways people look after them. Know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. Know about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.</p>

	<p>Understand the process of growing from young to old and how people's needs change. Know about growing and changing and new opportunities and responsibilities that increasing independence may bring. Know the names for the main parts of the body the similarities and differences between boys and girls. Identify rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets). Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</p>	<p>comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). Understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). Understand that there are different types of teasing and bullying, that these are wrong and unacceptable. Know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>	
Yr 3	<p>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. Explain the terms, 'risk', 'danger' and 'hazard'. Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. Understand school rules about health and safety, basic emergency aid procedures, where and how to get help. Develop an understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. Identify pressure to behave in an unacceptable, unhealthy or risky way from a variety of sources, including people they know. Recognise when and how to ask for help.</p>	<p>Identify friends and discuss what makes them a good friend. Explain that their actions affect themselves and others. Work collaboratively towards shared goals. Describe discrimination, teasing, bullying and aggressive behaviours (including cyber bullying and the use of prejudice-based language) and know how to respond and ask for help. Recognise stereotypes. Listen and respond respectfully to a wide range of people. Confidently express their opinions. Be aware of different types of relationship, including those between friends and families.</p>	<p>Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. Think about the lives of people living in other places, and people with different values and customs.</p>
Yr 4	<p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. To explain the importance of exercise for keeping healthy. To explain the importance of a balance diet.</p>	<p>Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. Explain and give examples of when their actions affect themselves and others. Understand the concept of 'keeping something</p>	<p>Research and compare the different types of jobs that people do. Compare different jobs. Explore how different people feel about their job. Think about financial implications of future needs and wants.</p>

	<p>To explain that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>To know about people who are responsible for helping them stay healthy and safe and ways that they can help these people.</p> <p>Recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>Explain how commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety.</p> <p>Explain that some drugs are legal, some are restricted and some are illegal to own, use and supply to others.</p> <p>Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>Understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</p>	<p>confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.</p> <p>Describe the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying and the use of prejudice-based language) and know how to respond and ask for help.</p> <p>Recognise and challenge stereotypes.</p> <p>Recognise and care about other people's feelings.</p> <p>Try to see, respect and if necessary constructively challenge other’s points of view.</p> <p>Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</p> <p>Be aware of different types of relationship, including those between friends and families, civil partnerships and marriage.</p>	<p>Realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities.</p> <p>Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>Think about the lives of people living in other places, and people with different values and customs.</p>
<p>Yr 5</p>	<p>Describe what positively and negatively affects their physical, mental and emotional health (including the media).</p> <p>Explain how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’.</p> <p>Cope with change, including transitions, loss, separation, divorce and bereavement.</p> <p>Describe what is meant by the term ‘habit’.</p> <p>Begin to recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p>	<p>Recognize a wider range of feelings in others.</p> <p>Give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>Begin to explain that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010).</p>	<p>Identify that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>Resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices.</p> <p>Explain what being part of a community means.</p> <p>Recognise the role of voluntary, community and pressure groups.</p> <p>Know about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer.</p> <p>Explore and critique how the media present</p>

	<p>Know how their body will change as they approach and move through puberty.</p> <p>Know strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones).</p>		<p>information.</p>
Yr 6	<p>Explain, giving examples, what positively and negatively affects their physical, mental and emotional health (including the media).</p> <p>Explain how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and understand the concept of a ‘balanced lifestyle’.</p> <p>Recognise that they may experience conflicting emotions during change and when they might need to listen to their emotions or overcome them.</p> <p>Explain what is meant by the term ‘habit’ and why habits can be hard to change.</p> <p>Recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>Know about human reproduction.</p> <p>Explain the importance of protecting personal information, including passwords, addresses and images.</p>	<p>Recognize and respond appropriately to a wider range of feelings in others.</p> <p>Recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p>Judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>Explain that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010).</p> <p>Recognise and manage ‘dares’.</p>	<p>Explain that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p> <p>Explain why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>Explain what being part of a community means, and about the varied institutions that support communities locally and nationally.</p> <p>Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>Develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT)</p> <p>Explain that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Know about enterprise and the skills that make someone ‘enterprising’.</p>

Based on ‘A New PSHE Education Programme of Study’ by the PSHE association.