



## The Echelford Primary School - PSHE Progression Document

## Skills Builder

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Being Me in My World</b></p> <p>This topic, taught in Autumn 1, covers a wide range of topics including a sense of belonging, welcoming others and being part of a school community. It also looks at children's rights and responsibilities.</p>	<p><i>Self-identity</i> <i>Understanding feelings</i> <i>Being in a classroom</i> <i>Being gentle</i> <i>Rights and responsibilities</i></p>	<p><i>Feeling special and safe</i> <i>Being part of a class</i> <i>Rights and responsibilities</i> <i>Rewards and feeling proud</i> <i>Consequences</i> <i>Owning the Learning Charter</i></p> <p><b>I can explain why my class is a happy and safe place to learn.</b></p> <p><b>I can give different examples where I or others make my class happy and safe.</b></p>	<p><i>Hopes and fears for the year</i> <i>Rights and responsibilities</i> <i>Rewards and consequences</i> <i>Safe and fair learning environment</i> <i>Valuing contributions</i> <i>Choices</i> <i>Recognising feelings</i></p> <p><b>I can explain why my behaviour can impact on other people in my class.</b></p> <p><b>I can compare my own and my friends' choices and can express why some choices are better than others.</b></p>	<p><i>Setting personal goals</i> <i>Self-identity and worth</i> <i>Positivity in challenges</i> <i>Rules, rights and responsibilities</i> <i>Rewards and consequences</i> <i>Responsible choices</i> <i>Seeing things from others' perspectives</i></p> <p><b>I can explain how my behaviour can affect how others feel and behave.</b></p> <p><b>I can explain why it is important to have rules and how that helps me and others in my class learn.</b></p> <p><b>I can explain why it is important to feel valued</b></p>	<p><i>Being part of a class team</i> <i>Being a school citizen</i> <i>Rights, responsibilities and democracy (school council)</i> <i>Rewards and consequences</i> <i>Group decision-making</i> <i>Having a voice</i> <i>What motivates behaviour</i></p> <p><b>I can explain why being listened to and listening to others is important in my school community.</b></p> <p><b>I can explain why being democratic is important and can help me and others feel valued.</b></p>	<p><i>Planning the forthcoming year</i> <i>Being a citizen</i> <i>Rights and responsibilities</i> <i>Rewards and consequences</i> <i>How behaviour affects groups</i> <i>Democracy, having a voice, Participating</i></p> <p><b>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</b></p> <p><b>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</b></p>	<p><i>Identifying goals for the year</i> <i>Global citizenship</i> <i>Children's universal rights</i> <i>Feeling welcome and valued</i> <i>Choices, consequences and rewards</i> <i>Group dynamics</i> <i>Democracy, having a voice</i> <i>Anti-social behaviour</i> <i>Role-modelling</i></p> <p><b>I can explain how my choices can have an impact on people in my immediate community and globally.</b></p> <p><b>I can empathise with others in my community and globally and explain how this can influence the choices I make.</b></p>
<p><b>Celebrating Differences</b></p> <p>This topic, taught in Autumn 2,</p>	<p><i>Identifying talents</i> <i>Being special</i> <i>Families</i> <i>Where we live</i></p>	<p><i>Similarities and differences</i> <i>Understanding bullying and knowing how to deal with it</i></p>	<p><i>Assumptions and stereotypes about gender</i> <i>Understanding bullying</i> <i>Standing up for self and others</i></p>	<p><i>Families and their differences</i> <i>Family conflict and how to manage it (child-centred)</i></p>	<p><i>Challenging assumptions</i> <i>Judging by appearance</i> <i>Accepting self and others</i> <i>Understanding influences</i></p>	<p><i>Cultural differences and how they can cause conflict</i> <i>Racism</i> <i>Rumours and name-calling</i> <i>Types of bullying</i></p>	<p><i>Perceptions of normality</i> <i>Understanding disability</i> <i>Power struggles</i> <i>Understanding</i></p>

<p>focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict. During this topic we take part in the National Anti-Bullying Week in November.</p>	<p><i>Making friends Standing up for yourself</i></p>	<p><i>Making new friends Celebrating the differences in everyone</i> <b>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</b></p> <p><b>I can explain what bullying is and how being bullied might make somebody feel.</b></p>	<p><i>Making new friends Gender diversity Celebrating difference and remaining friends</i></p> <p><b>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</b></p> <p><b>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</b></p>	<p><i>Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</i></p> <p><b>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</b></p> <p><b>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help</b></p>	<p><i>Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions</i></p> <p><b>I can tell you a time when my first impression of someone changed as I got to know them.</b></p> <p><b>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</b></p> <p><b>I can explain why it is good to accept myself and others for who we are.</b></p>	<p><i>Material wealth and happiness Enjoying and respecting other cultures</i></p> <p><b>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</b></p> <p><b>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</b></p>	<p><i>bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</i></p> <p><b>I can explain ways in which difference can be a source of conflict or a cause for celebration.</b></p> <p><b>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</b></p>
<p><b>Dreams and Goals</b></p> <p>Taught in Spring 1, this topic aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks.</p>	<p><i>Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals</i></p>	<p><i>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success</i></p> <p><b>I can explain how I feel when I am successful and how this can be celebrated positively.</b></p> <p><b>I can say why my internal treasure chest is an</b></p>	<p><i>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</i></p> <p><b>I can explain how I played my part in a group and the parts other people played to create an end product.</b></p> <p><b>I can explain how our skills complemented each other.</b></p> <p><b>I can explain how it felt to be part of a group and can identify a range of</b></p>	<p><i>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting</i></p> <p><b>I can explain the different ways that help me learn and what I need to do to improve.</b></p> <p><b>I am confident and positive when I share my success with others. I can</b></p>	<p><i>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</i></p> <p><b>I can plan and set new goals even after a disappointment.</b></p> <p><b>I can explain what it means to be resilient and to have a positive attitude.</b></p>	<p><i>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</i></p> <p><b>I can compare my hopes and dreams with those of young people from different cultures.</b></p> <p><b>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</b></p>	<p><i>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</i></p> <p><b>I can explain different ways to work with others to help make the world a better place.</b></p> <p><b>I can explain what motivates me to make the world a better place.</b></p>

		important place to store positive feelings.	feelings about group work.	explain how these feelings can be stored in my internal treasure chest and why this is important.			
<p><b>Healthy Me</b></p> <p>This important topic, taught in Spring 2, covers two main areas of health: Emotional/mental health and Physical health.</p>	<p><i>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</i></p>	<p><i>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</i></p> <p><b>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</b></p> <p><b>I can give examples of when being healthy can help me feel happy.</b></p>	<p><i>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</i></p> <p><b>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</b></p> <p><b>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</b></p>	<p><i>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices</i></p> <p><b>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</b></p> <p><b>I can express how being anxious/ scared and unwell feels.</b></p>	<p><i>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</i></p> <p><b>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</b></p> <p><b>I can identify feelings of anxiety and fear associated with peer pressure.</b></p>	<p><i>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behavior</i></p> <p><b>I can explain different roles that food and substances can play in people's lives.</b></p> <p><b>I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</b></p> <p><b>I can summarise different ways that I respect and value my body.</b></p>	<p><i>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</i></p> <p><b>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</b></p> <p><b>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</b></p>
<p><b>Relationships</b></p> <p>Taught in Summer 1, this topic starts with building a respectful relationship with oneself and looks at our</p>	<p><i>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</i></p>	<p><i>Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself</i></p>	<p><i>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</i></p> <p><b>I can explain why some things might make me feel</b></p>	<p><i>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives</i></p>	<p><i>Jealousy Love and loss Memories of loved ones Getting on and Falling out Girlfriends and boyfriends Showing appreciation to people and Animals</i></p> <p><b>I can recognise how people are feeling when they miss a</b></p>	<p><i>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming</i></p>	<p><i>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</i></p>

<p>relationships with families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe.</p>		<p><i>Celebrating special relationships</i></p> <p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.</p> <p>I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p><b>uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</b></p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p><i>Expressing appreciation for family and friends</i></p> <p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p><b>special person or animal.</b></p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p><i>SMART internet safety rules</i></p> <p>I can compare different types of friendships and the feelings associated with them.</p> <p>I can also explain how to stay safe when using technology to communicate with my friends.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.</p>
<p><b>Changing Me</b></p> <p>This topic, taught in Summer 2, deals with change of many types: from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead and how to cope positively with such changes.</p>	<p><i>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</i></p>	<p><i>Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</i></p> <p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</p> <p>I can use the correct names for penis, testicles, anus and vagina and give</p>	<p><i>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</i></p> <p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/</p>	<p><i>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</i></p> <p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can</p>	<p><i>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</i></p> <p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over.</p> <p>I can offer some suggestions about</p>	<p><i>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</i></p> <p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p> <p>I can also summarise the process of conception.</p>	<p><i>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</i></p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>

		<p>reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>	<p>girl and getting older, and recognise that other people might feel differently to me.</p>	<p>suggest some ideas to cope with these feelings.</p>	<p>how I might manage my feelings when changes happen.</p>	<p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>	
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<b>Listening</b>	<b>Speaking</b>	<b>Problem Solving</b>	<b>Creativity</b>	<b>Staying Positive</b>	<b>Aiming High</b>	<b>Leadership</b>	<b>Teamwork</b>
<i>The receiving, retaining and processing of information or ideas</i>	<i>The oral transmission of information or ideas.</i>	<i>The ability to find a solution to a complex situation or challenge.</i>	<i>The use of imagination and the generation of new ideas.</i>	<i>The ability to use tactics to overcome setbacks and achieve goals.</i>	<i>The ability to set clear, tangible goals &amp; devise a robust route to achieving them.</i>	<i>Supporting, encouraging and motivating others to achieve a shared goal.</i>	<i>Working cooperatively with others towards achieving a shared goal.</i>
<i>I listen to others without interrupting.</i>	<i>I speak clearly to someone I know.</i>	<i>I complete tasks by following instructions.</i>	<i>I imagine different situations.</i>	<i>I can tell when I feel positive or negative.</i>	<i>I know when I am finding something too difficult.</i>	<i>I know how I am feeling about something.</i>	<i>I work with others in a positive way.</i>
<i>I listen to others and can remember short instructions.</i>	<i>I speak clearly to small groups of people I know.</i>	<i>I complete tasks by finding someone to help if I need them.</i>	<i>I imagine different situations and can say what I imagine.</i>	<i>I can tell when others feel positive or negative.</i>	<i>I know what doing well looks like for me.</i>	<i>I know how to explain my feelings about something to my team.</i>	<i>I work well with others by behaving appropriately.</i>
<i>I listen to others and can ask questions if I don't understand.</i>	<i>I speak clearly to individuals and small groups I do not know.</i>	<i>I complete tasks by explaining problems to someone for advice if I need</i>	<i>I imagine different situations and can bring them to life in different ways.</i>	<i>I keep trying when something goes wrong.</i>	<i>I work with care and attention to detail.</i>	<i>I know how to recognise others' feelings about something.</i>	<i>I work well with others by being on time and reliable.</i>
<i>I listen to others and can tell someone else what it was about.</i>	<i>I speak effectively by making points in a logical order.</i>	<i>I complete tasks by finding information I need myself.</i>	<i>I generate ideas when I've been given a clear brief.</i>	<i>I keep trying and stay calm when something goes wrong.</i>	<i>I work with pride when I am being successful.</i>	<i>I manage dividing up tasks between others in a fair way.</i>	<i>I work well with others by taking responsibility for completing my tasks.</i>

<i>I listen to others and can tell why they are communicating with me.</i>	<i>I speak effectively by thinking about what my listeners already know.</i>	<i>I explore problems by creating different possible solutions.</i>	<i>I generate ideas to improve something.</i>	<i>I keep trying when something goes wrong and think about what happened.</i>	<i>I work with a positive approach to challenges.</i>	<i>I manage time and share resources to support completing tasks.</i>	<i>I work well with others by supporting them if I can do so.</i>
<i>I listen to others and record important information as I do.</i>	<i>I speak effectively by using appropriate language.</i>	<i>I explore problems by thinking about the pros and cons of possible solutions.</i>	<i>I generate ideas by combining different concepts.</i>	<i>I keep trying when things go wrong and help cheer others up.</i>	<i>I set goals for myself.</i>	<i>I manage group discussions to reach shared decisions.</i>	<i>I work well with others by understanding and respecting the diversity of others' cultures, beliefs and backgrounds.</i>
<i>I show I am listening by how I use eye contact and body language.</i>	<i>I speak effectively by using appropriate tone, expression and gesture.</i>	<i>I explore complex problems by identifying when there are no simple technical solutions.</i>	<i>I use creativity in the context of work.</i>	<i>I keep trying when something goes wrong and encourage others to keep trying too.</i>	<i>I set goals informed by an understanding of what is needed.</i>	<i>I manage disagreements to reach shared solutions.</i>	<i>I contribute to group decision making.</i>
<i>I show I am listening by using open questions to deepen my understanding.</i>	<i>Speak engagingly by using facts and examples to support my points.</i>	<i>I explore complex problems by building my understanding through research.</i>	<i>I use creativity in the context of my wider life.</i>	<i>I look for opportunities in difficult situations.</i>	<i>I set goals, ordering and prioritising tasks to achieve them.</i>	<i>I recognise my own strengths and weaknesses as a leader.</i>	<i>I contribute to group decision making, whilst recognising the value of others' ideas.</i>