



SKILLS PROGRESSION MAP FOR PSHE and RSHE

DEVELOPMENT OF SPECIFIC SKILLS AS THEY OCCUR ACROSS THE SCHOOL

Note – skills are taught mainly through units in the Islington Primary Scheme of work for PSHE education – Years 1-6. Resources are supplemented through a 'Relationships' subscription to Discovery Education. All skills and knowledge in the EYFS are covered through assembly time and the ongoing hidden curriculum, where our values, school rules and ethos underpins our PSHE curriculum.

Early Learning Goals:

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;
- Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

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.

PSHE Units AND FOCUS STRAND	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mental Health & Emotional wellbeing Focus Strand: Health and Well-being	Children can identify and name some feelings (for example through interpreting facial expressions). They recognise likes and dislikes and what is fair and unfair.	Children can demonstrate that they can manage some feelings in a positive and effective way. Begin to understand that some feelings are difficult to control.	Children can demonstrate that they recognise their own worth and that of others. They can identify positive things about themselves.	They can express their views confidently and listen to and show respect for the views of others. They start to develop strategies for resolving difficult situations.	They can identify some factors that affect emotional health and well-being. They are able to see others point of view. They can recognise positive things about themselves.	They can with confidence identify factors that affect emotional health and well-being. They recognise and challenge stereotypes. They recognise positive things about themselves and their achievements
Vocabulary	Like, dislike, fair, unfair, unkind, kind, sad, happy, excited, feeling, emotions	Positive, negative, control, manage, emotions, Growth mindset	Self-worth, emotions, positive, growth mindset, self-belief	Views, problems, opinions, conflict, resolve, resolution, emotional health, well-being,	Positive attributes, judgements, factors, judgemental, fairness, perceptions,	Stereotypes, discrimination, fairness, equitable, affirmations, Stereotypes Gender stereotypes Homophobia Diversity Discrimination Racism, sexism, disablism, Migration, refugee, asylum, asylum seeker, safety, fear Human rights/children's rights MP government, homelessness
Drug, alcohol and tobacco awareness Focus Strand: Health and Well-being	Know why we take medicines. Begin to understand safety rules about medicines. Begin to understand relevant safety rules about medicines.	Children can talk about the harmful aspects of some household products and medicines and describe ways of keeping safe in familiar situations. Understand that not all drugs are medicines, and some can be harmful.	They can list some of the commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these.	Understand how the body reacts to alcohol and tobacco. Start to understand some of the problems and risks associated with drug use. Begin to understand the law in relation to drug use (including alcohol and tobacco.)	They can list the commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these.	Identify drugs as being medicinal, prescription, recreational, legal and illegal. Understand the law in relation to drug use. Understand that drugs can be grouped as pain killers, stimulants, sedatives or hallucinogens. Understand about the effects on the human body of tobacco, alcohol and other drugs.

Vocabulary	Safe, harmful, unsafe, medicines, help, rules,	Medicines Asthma Breathing lungs Airways Safe/harmful Chemist Prescriptions Doctors	Tobacco, cigarettes, e-cig, vapes, Alcohol, dizzy, drunk, uncoordinated, Tobacco, Asthma – Lungs, airways inhalers, preventative	Alcohol, dizzy, drunk, uncoordinated, Tobacco, lungs, cancer, diseased, addiction, Behaviour change Asthma – Lungs, airways, inhalers, preventative, illegal	Alcohol, drugs, cigarettes, e-cigs, vapes, cannabis, behaviour change, illegal, addictive, Asthma, preventative,	See DART handbook for Y6 vocabulary
Keeping safe Focus Strand: Living in the Wider World/ Health and Well-being	Children can explain different ways that family and friends should care for one another. Begin to understand about some personal dangers. (On the road, with water, with fire)	Begin to understand the safety concerns relevant to them in school and at home. Begin to have an awareness of which adults they can trust and who can help them. Understand the need for personal hygiene	Have an awareness of which adults they can trust and who can help them. Understand the safety concerns relevant to them in school and at home.	understand that ourselves and our belongings need to be kept safe from crime. Know the role played by the police in protecting us from crime.	Gain further understanding of the safety concerns relevant to them in school and at home. Identify possible dangers and risks on the internet.	Recognise potential dangers such as those on the road, in water, with fire and develop strategies for harm reduction in these situations. Understand where help can be obtained if it is needed.
Vocabulary	Different families, same love, Care, look after, listen, Safe, unsafe, danger, risky, Police, fire ambulance, sun safety	Trusted adult, safety, risky, germs, bugs, hygienic, Policemen/women, doctors, nurses, Paramedic, firesafety, firefighters,	Risks, dangers, safe/unsafe, Emergency services, 999	Police community, risky, anti-social behaviour Online Emergency services 999	Online safety,	Risk assess, emergency services, required information, first aid,
Healthy Lifestyles Focus Strand: Health and Well-being	Children can explain ways of keeping clean. They understand that their body requires certain things to keep healthy.	Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.	Children can make choices about how to develop healthy lifestyles. They understand the need for good hygiene, activity and relaxation.	Children have a wider understanding of their personal responsibility for being healthy begin to understand the variety of choices available.	Understand that they have responsibility for their own health being healthy. Understand that there are many influences and dilemmas that affect a healthy lifestyle.	Children can make informed choices about how to develop healthy Lifestyles. They develop strategies for discriminating between the various influences.
Vocabulary	Clean, bath, shower, wash, healthy food	Balanced diet Healthy choices Food and exercise activities	Balanced diet Fit and healthy Physical exercise Sleep routines	Halal, vegetarian, curry, (to suit context of class, where appropriate, and to stretch beyond) Food types, cultural, religious, moral,	Consumers Advertising campaign Attitudes Role models Media portrayal Self esteem Body positive	Adverts misleading Consumers Advertising campaign Attitudes Role models Media portrayal Cautious

				Physical and mental health Food choices Physically active Sleep routines Screen time Gaming choices		Image manipulation Self esteem Body positive
Relationships and sex education Focus Strand: Relationships	Children can name the main parts of the body. They can explain that people grow from young to old. Realise that babies need a lot of care. Begin to understand that they have rights over their bodies. Make friends, talk to them and share feelings.	They begin to share their views and opinions (for example talking about fairness). They can recognise the effect of their behaviour on other people and can cooperate with others (for example by sharing, listening to what others say and taking turns).	They can express their views confidently and listen to and show respect for the views of others. Children can explain how their actions have consequences for themselves and others.	They know what a friend is and does and how to cope with some friendship problems. They can identify and accept different types of relationship (for example marriage or friendships) and can show ways to maintain good relationships (for example listening, supporting, caring). They can discuss some of the bodily and emotional changes at puberty and can demonstrate some ways of dealing with these in a positive way. Understand and accept the diversity of family arrangements	They can discuss some of the bodily and emotional changes at puberty and can demonstrate some ways of dealing with these in a positive way. Understand and accept the diversity of family arrangements. (recap)	They can discuss most of the bodily and emotional changes at puberty and can demonstrate ways of dealing with these in a positive way. They can use the correct terminology to identify personal body parts. Understand the need for trust and love in established relationships.
Vocabulary	Choices, share, take turns See separate glossary for vocab for RSHE	Views, opinions, consequences,	Respectful, choices, consequences	See separate glossary for language and vocabulary within the RSHE curriculum		
Anti-bullying Focus Strand: Relationships	Begin to understand the importance of friendship and of kind behaviour.	Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.	continue to develop strategies for managing feelings positively and effectively. Understand what it must be like to be bullied. Know where to go to get help if they are being bullied.	They can describe the nature and consequences of bullying and can express ways of responding to it.	Know and understand about the different forms of bullying. Be able to respond to, or challenge, negative behaviours such as stereotyping and aggression.	They can make judgements and decisions about bullying and can list some ways of resisting negative peer pressure. They can consider the feelings of both the bully and the victim.

Vocabulary	Bullying, anti-bullying, kind, safe, respect, prevent	Bullying, anti-bullying, kind, safe, respect, prevent	Bullying anti-bullying By-stander, up-stander, put downs,	Bullying Cyber bullying Gaming habits Online safety	Stereotypes, judgements, bullying,	Self reflection Online influence(ers) Trustworthy Exploitation, grooming Inappropriate Relationships Violence, domestic, abuse, respect Stereotypes, assumptions, independence Peer pressure Anti social behaviour
Economic wellbeing and financial capability Focus Strand: Living in the wider world	Understand that people work for money. Understand that they can't have everything they want.	Know that it is important to keep money safe. Understand that they can save their money.	Understand that money is used in the exchange of goods and services.	Understand that people need to budget and live within their means. Understand different ways in which payments can be made.	They can demonstrate how to look after and save money. They develop an awareness of the 'pressure to buy'.	They can consider the impact of personal economic decisions on the world and other people.
Vocabulary	Different jobs, earn money	Pocket money, save, Jobs, save, buy,	Money, shop, spend, save	Budget, save, spend, manufacturers, pressure, need, want, value, payments	Pressure to buy, budget, spend, save,	Loans Credit cards Manageable/unmanageable Borrow, loan, credit, transactions Enterprise Salary Job satisfaction
Keeping Safe and managing risk Focus Strand: Living in the Wider World/ Health and Well-being/Relationships	Recognise situations that make them feel frightened, worried or uncomfortable. Identify who to tell and practise how to tell. Be sympathetic to other people and their worries.	Recognise that it's OK to tell if someone is being harmed. Talk about worries. Say 'no' this is my body and I do not like what you are doing, and I want you to stop.	Recognise and anticipate situations that make them feel frightened, worried or uncomfortable. Identify adults they can trust and who they can ask for help.	They understand when they should keep secrets and promises, and when they should tell somebody about them. Know where individuals, families and groups can find help. Recognise the pressure of unwanted physical contacts and know ways of resisting it.	Understand the meaning of confidentiality. Know where and how to get help. Recognise good and bad touches. Identify adults they feel they can trust.	Understand what the term safeguarding means. Identify organisations who can help children.

	Understand that sometimes we have to try things.	They can set themselves simple goals. Consider when it is appropriate to take a risk and when to say no and seek help.	With support they can identify ways to face new challenges. With support they can identify and explain how to manage the risks in different familiar situations. Begin to understand why rules make situations less risky.	Understand why rules make situations less risky. Recognise risk in different situations and make judgements about behaviour and decisions about safety. Anticipate consequences and use avoidance strategies.	Keep themselves safer in risky situations. Recognise that some actions have greater consequences than others. Anticipate consequences and calculate risk.	They can identify positive ways to manage risks and face new challenges (for example the transition to secondary school). Make judgements about new situations or new activities and respond accordingly.
Vocabulary	Worry, listen, share, new	Private parts, assertive, Goals, risks, comfort zone	Situations, scenarios, risky, worried, anxious, Challenge, goals, set-backs,	Confidential, pressure, physical, mental, Rules, responsibilities, risks, assess, anticipate	Confidentiality, Assess, risk assessment Calculate Variables pressure	Safeguarding Organisations – NSPCC Risk assessments, judgements, challenges
Taking Part Focus Strand: Living in the wider world	Understand that they belong to different groups and can identify them.	Begin to understand the need for rules in their classroom and why rules help. Begin to understand what it means to make a contribution to the life of the class and the school.	They can show how they care for the environment (e.g. animals and school grounds) Contribute to decision making.	Understand the democratic process and voting. Understand human rights. Understand that with rights come responsibilities.	Have a confident understanding of rights and responsibilities. Understand that other people have different viewpoints. Develop a global awareness of environmental issues.	Children have a greater involvement in the decision-making processes of the school. They can talk about a range of jobs and explain how they will develop skills to work in the future.
Vocabulary	Groups, hobbies, interests,	Rules, fairness,	Community, democracy, vote, right	Democracy, democratic, parliament, elections, manifesto,	Climate change, environmental issues	Skills, attributes, professions, careers, college, degree,
Being different Focus Strand: Living in the wider world	Talk about differences. (Boy/girl, tall/short, old/young.)	They can understand and celebrate differences.	They can identify, celebrate and respect differences and similarities between people.	Can identify differences in their school/local community (Cultural, religious, disability, race) and celebrate these differences.	Know and understand about the different forms of bullying around difference. Recognise and challenge stereotypes. Respect other people's views and beliefs.	They can describe some of the different beliefs and values in society and can demonstrate respect and tolerance towards people different from themselves. Know that there is different legislation to protect people from discrimination.
Vocabulary	Characteristics, same, different, qualities	Similarities and differences, unique, personal,	Similarities, differences, unique, defining, equality,	Religious, cultural, community, diverse Equality, diversity	Bullying, discrimination, Equality, diversity Stereotypes, challenge,	Protected characteristics, hate crime, stereotypes, challenge, equality, diversity